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ABSTRACT

The conceptual framework for this teacher education program is based upon the notion that the actions of individuals and/or organizations either consciously or unconsciously flow from their beliefs. This description of the conceptual framework for the program at the university discusses the justifications for actions and statements in the program's structure and philosophy by demonstrating the logical flow from shared convictions about the aims and goals of the program through action and development of the knowledge base upon which the program's curriculum is based. The reasons for the existence of program components, modes of operation, and ways of thinking about the teacher education program are explained and justified. The program's conceptual framework, which contains both philosophical and empirical beliefs, is discussed from two angles: psychological beliefs and pedagogical beliefs. Evaluation procedures applicable to the program are described as they relate to the conceptual framework upon which the program is based. (JD)

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THE CONCEPTUAL FRAMEWORK FOR THE TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF WEST FLORIDA:

by

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Spring, 1987

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CONCEPTUAL FRAMEWORK

A conceptual framework functions to inform, to guide and to inspire faculty by providing a central core of related ideas from which programs evolve, are explained and evaluated. The framework must be clear, comprehensive, and relevant. The framework informs by stipulating direction and as a result must reflect increasing consensus among its program participants. It serves as a guide by facilitating goal achievement. It inspires by identifying goals which are significant to the personal and professional development of students and faculty. It constitutes an hypothesis which faculty and students must translate into program activities and in so doing refine it and achieve greater consensus.

The framework rests on the assumptions that:

1. the welfare of the organization, its constituent elements, and its clients reciprocally affect, influence and depend on each other;
2. faculty responsibilities rest on instructing, counseling, research and creative activities, and university and community service;
3. the teacher education goals must accommodate the overall mission of the university.

Further, the articulation of the conceptual framework should:

a) establish a sense of unity among the individual members and functional units of teacher education;

b) provide a sense of direction for the individual and collective activities of the members of the teacher education community;

c) set forth the consensus of the members of the teacher education faculty regarding fundamental beliefs about education;

d) establish a process that will protect diversity of thought and action by the members of the faculty and allow for and foster creative processes in education;

e) provide a framework within which the objectives of the functional units of the programs can be derived and determined and against which the objectives of each element of the program may be tested.

A conceptual framework must also set forth the justfications or reasons for actions or statements by appealing to the shared convictions and trying to show that what was said or done followed logically and directly from such convictions. The reason for the existence of program components, modes of operation and ways of thinking about the teacher education program must be justified rather than merely explained. In fact, one of the ways that one may refer to a program as being a responsible program is by program directors being able to provide justification for program activities.

The conceptual framework for the teacher education program at The University of West Florida is thus based upon the notion that the actions of individuals and or organizations either consciously or unconsciously flow from their beliefs. The first part of this model provides the philosophical, psychological, and empirical justifications for those consensus beliefs. The second part of the model lays out the actions and curricular activities that logically follow from those beliefs.

The University of West Florida teacher preparation programs are committed to specific student educational outcomes and the following concomitant goals:

1. To model exemplary teaching.

2. To prepare for formal school settings teachers who are recognized for the high quality of their performance.
3. To prepare educational administrators and supervisors who can efficiently and effectively manage and promote learning and instruction.
4. To prepare high quality entry level personnel for instructional responsibilities in settings other than the public schools.
5. To deliver staff development programs which are appropriate for the current and future needs of educators.
6. To provide high quality staff development programs for other professionals and organizations which serve the public.
7. To serve as an exemplary model of the use of collaborative processes in the solution of educational problems.
8. To increase the quality of instruction within the educational institutions.
9. To promote sound educational program and curriculum development within educational institutions of our region.
10. To create, translate, test and disseminate knowledge related to the improvement of education (Mission Statement, 1982).

PROGRAM JUSTIFICATION

"All teacher education is a form of ideology. Each program is related to the educational ideology held by a particular teacher educator or teacher education institution, even though the relationship may not be made explicit. .There is no such thing as a value-free teacher education, just as there is no such thing as a value-free education for children" (Spodek, 1974, pp. 8-9).

Further, as Woodring noted,

> "A philosophy of education must rest upon a tenable view of the world and of man. It must be consistent with a clear conception of the nature of knowledge, the sources of truth, and a valid ethical theory, and these must be consistent with each other" (1964, p. 65).

INTRODUCTION

When a teacher education program possesses a philosophy of education and is able to identify the assumptions upon which it is built, faculty and students share a sense of certainty about what the program contains and a sense of confidence concerning the reasons for its design.

Curricular and personnel decisions are influenced by the stated philosophy and the specification of student activities, courses of study and the like, rest within the parameters of the philosophical position articulated for the program. Program components are congruent with each other and with the philosophy. They are, therefore, an extension, reflection, and reinforcement of that philosophy.

Teacher educators behave according to their philosophy, and as Hutchins noted," . . . a philosophy must be representatively and cooperatively arrived at in order to provide the framework for curriculum" (1953, p. 64).

It is this philosophical frame of reference that gives rise to paradigms in teacher education. According to Zeichner,

> "A paradigm in teacher education can be thought of as a matrix of BELIEFS and ASSUMPTIONS about the nature and purposes of schooling, teaching, teachers and their education that gives shape to specific forms of practice in teacher education" (1983, p. 3).

PHILOSOPHIC FRAMEWORK

A teacher education program's conceptual framework should contain two distinct kinds of BELIEFS: (a) philosophical, and (b) empirical. For our purposes, empirical beliefs will be discussed under two headings: (1) psychological beliefs, and (2) pedagogical beliefs. In order to function effectively in helping teacher education students and teaching professionals to realize their potential, the conceptual framework should address:

1. What is the nature of human kind?
2. What is the nature of human development?
3. What is the nature of the "good life" and the "good?"
4. What is the nature of the determination of the "good life" and who determines what is "good?"
5. What is the nature of the universe and what is our relationship to that universe?

The Aims of Education

The seeking of means - ends solutions to curriculum problems are inherent in our quest to obtain the aims for the College of Education. Aims and objectives are determined, and then means are designed to achieve them.

The inherent assumption is that consensus on the aims of teacher education can be reached without serious problems.

There are three fundamental strategies used for reaching objective agreement on specific aims:

1. RATIONAL ARGUMENT - develop general statements of the fundamental beliefs and values about education shared by the community of people associated with teacher education.

By debating the contents of such general statement(s), the teacher education community expresses its basic values and it is hoped reflects a general consensus.

Rational arguments can then be framed that justify specific objectives in terms of this PHILOSOPHY. The WEAKNESS of this approach is that it can tend toward debates over unresolveable issues.

2. SCIENTIFIC INVESTIGATION - employs scientific methods such as observation and experiment in support of specific aims and objectives. For example, by collecting statistics on the incidence of various health education needs objectively. All that is required initially is some general agreement in the school community about some generic value regarding health (e.g., the alleviation of human misery is a good thing) then specific aims and objectives in line with this value can be determined.
3. VOTING or POLLING - poll those affected and adopt the aims endorsed by the majority. This method permits one to determine the educational aims that at least have the support of most of those concerned.

   This method assumes that people generally know their own minds, and look out for their own best interests. It also assumes that any aim endorsed by a majority of the teacher education community has a strong claim to support by the professional units.

THE POLITICS OF DERIVING AIMS OF EDUCATION in this conceptual framework included polling as a method of aim determination. The methodology moved from attempts to reconcile differences by RATIONAL-SCIENTIFIC means to attempts based on the exercise of the power of the majority.

Most of the significant curriculum issues in American education have been resolved through political battles:

- classics being taught in colleges
- Darwin's theory being taught in high school curricula
- vocational education
- sex education

While the RATIONAL-SCIENTIFIC (the image of the university) invokes a cool, dispassionate, objective approach to settling differences, POLITICAL METHODS (polling, etc.) demand passionate caring for values and ideals, and recognize the importance of dialogue, struggle, negotiation, and the political process of accommodation.

The following philosophical statements were derived from three sources: (1) the College of Education Mission Task Force Report (1982) and, (2) from two surveys of teacher education faculty responding to The Educational Belief System Inventory (Dobson, Dobson, Grahlman, Kessinger, 1978) and the Barth Scale (Barth, 1971).

Faculty members involved with teacher education were polled about their educational and philosophic beliefs. Twenty-eight (28) of seventy (70) members polled provided complete data returns on the Educational Belief System Inventory (40%). Only items that were basically identified as "complete agreement" were tallied and used as indicators of consensus beliefs of the professional unit. The second survey, (Barth Scale) confirmed the consensus statements which were derived from the Educational Belief System Inventory.

Philosophical Beliefs

We believe that:

- Reality is always changing; change is a phenomenon with which we must deal; change is inevitable; change has an impact on individuals and organizations; change can be examined and directed, the individual's and institutions's relationship to change can be both reactive and proactive.
- Learning is a highly personal and integrative process occurring through interaction with the environment; individuals learn in a variety of ways and people differ from one another in the manner in which they learn best (Mission Task Force, 1982).

More specifically, we believe that:

- Man/woman is a social being and seeks to identify through interaction with others.
- Man/woman is an active organism that develops goal-seeking potential.
- Freedom for an individual means growth and the willingness to change when modifications are needed.
- Man/woman has an inherent tendency toward self-actualization and productivity.
- Knowledge is a model created by the individual that makes sense out of encounters with the external conditions in the environment.
- Information may become knowledge when it is perceived as relevant to the solutions of a particular problem.
- Society has existence in man/woman's minds. (Faculty Survey, 1986).

PSYCHOLOGICAL FRAMEWORK

A teacher education program's conceptual framework is centered not only upon a common set of beliefs about life, but also beliefs about human behavior. The teacher education program must have working hypotheses about:

1. The nature and development of human personality.
2. The conditions for and modes of behavior change.
3. The dynamics of motivation.
4. The conditions and principles of learning.

Psychological Beliefs

We believe that:

The processes of education enable the individual to direct his/her personal development (physical, cognitive, affective, and social) to:

- satisfy basic needs
- creatively meet the challenges of new situations
- understand what one has learned
- perceive the relatedness of the various so-called bodies of knowledge and the ways of knowing
- analyze the manner in which one learns
- communicate what one knows and what one wishes to know

Individuals learn in order to:

- satisfy their curiosity
- solve problems that confront them

- cope with and effect change in themselves and their environment
- interact with others
- more fully develop their potential (Mission Task Force, 1982).

More specifically, there is a high degree of consensus among the faculty for the following:

- Cognitive processes are set into motion (thinking) when the learner encounters an obstacle, difficulty, puzzle or challenge in a course of action which interests him/her.
- Children are naturally curious and will explore their surroundings without adult interference and encouragement.
- Children will create tasks that are of educational significance and structure methods of accomplishing these tasks when given the freedom to do so.
- Children receive many satisfactions from work and stimulation from reasonable new challenges.
- Children should be motivated to learn what is significant and contributory to their lives.
- When groups of individuals act for a common goal there is better cooperation and more friendliness than when individuals in groups are engaged in competition with one another.
- Satisfaction in learning is affected by the group atmosphere as well as the products.
- Man/woman has the capacity to adopt, adapt, and reconstitute present and past ideas and beliefs. He/she also has the capacity to invent.

- Man/woman is a social being who seeks active involvement with others.

--Learning occurs best when the purposes and needs are realistic, meaningful, and useful to the learner.

- True learning occurs when the experience is internalized.
- The desire to learn comes from within the individual (Faculty Survey, 1986)

PEDAGOGICAL FRAMEWORK

From the philosophy of life and the psychology of human behavior expressed in the conceptual framework, an approach to education practices (i.e., curriculum, teaching strategies, etc.) should emerge. The teacher education program's philosophy should enable the formation of pedagogical beliefs which articulate ideas that illuminate the following educational practices:

1. Instructional strategies
2. Learning climate
3. Curriculum
4. Content of lessons
5. Organization of school
6. Student-teacher relationships
7. Materials and resources
8. Evaluation of students

In other words, the conceptual framework should enable the teacher education program to communicate to students the philosophical and psychological beliefs upon which the program stands.

Pedagogical Beliefs

We believe that:

Instruction

Children who understand and who are involved in what they are doing will create satisfactory methods for achieving educational tasks.

Children receive many satisfactions from work, have pride in achievement, enjoy the process, and gain a sense of worthiness from contribution.

Curriculum

Generally speaking, curriculum has some degree of systematic structure; however, it should be flexible to capitalize on emergent learning situations.

Organization

Internal coordination and planning should result in the utilization of special talents and skills which a particular teacher or group of teachers may possess.

The organizational system should permit coordination and planning by groups of teachers responsible for clusters of children in both large and small groups.

The horizontal organization of the school should permit flexibility in assigning small and large numbers of pupils to instructional groups.

Content

There should be a balance between the content-centered curriculum and the process curriculum.

Materials/Resources

Centralized resource centers should include materials commensurate to the stages of development reflected by the students being served.

There should be an emphasis on appropriate diagnostic aids.

Evaluation

A pupil should be placed in a given learning environment based on a diagnosis that is best suited for his/her maturity, abilities attainment, and overall general nature.

Evaluation must be quantitative and qualitative to be of real value.

Errors are an indispensable aspect of the learning process. Errors are expected and desired, for they contain feedback essential for continued learning.

Qualities of one's learning that can be meticulously assessed are not inevitably the most important (Faculty Survey, 1986).

ULTIMATE AIM OF THE PROGRAM

A conceptual framework of teacher education should include a statement of purpose or ultimate aim. It is this statement of purpose which is built around the program's statement of beliefs that gives direction to program development and educational learning experiences. The ultimate aim or purpose statement is the link between the "why" of the teacher education program's ends, and the "how" of the program's educational endeavors. The statement should serve as a standard in selecting educational objectives. Objectives in harmony with the ultimate aims statement would be considered important for the program.

The primary mission of the teacher education program at The University of West Florida is consonant with the University's mission. Therefore, the ultimate aim of the teacher education program is to prepare educators to think, communicate, appreciate, and act with reason and effect, to be aware that they now have the means to continue learning and the humility to recognize that they need to do so.

Curricular Implications

An analysis of the ultimate aim of the teacher education program contributes to identification of the underlying characteristics of its purpose statements which, in turn, constitute the goals toward which the teacher preparation program is directed. Goals, in turn, translate into educational objectives toward which the curricular and instructional efforts are directed, determine the educational experiences to be organized, and form the framework for determining whether the teacher educational purposes are being attained.

Qualitative Statements of Purpose

These statements are derived from teacher education's ultimate aim and become statements of expected educational outcomes. They form the basis from which experiences likely to attain the purposes of the teacher education program are developed. It is these learning experiences (courses, unit programs, etc.) that are guided by the program's expected educational outcomes (i.e., the behavior to be developed in students, and the content areas in which the behaviors are to operate).

The statements of expected educational outcomes become the criteria used to evaluate the teacher education program's success or non-success. In other

words, the question, "What is the teacher education program trying to accomplish?" must be answered on the basis of the program's aim.

STATEMENTS OF PURPOSE

1. TO ENHANCE THE STUDENT'S ABILITY TO ANALYZE EDUCATIONAL POLICY AND PRACTICE

   (CRITICAL THINKER)

   This means the student will be able to distinguish between verifiable facts and value claims; determine the factual accuracy of a statement; determine the reliability of a source; distinguish relevant from irrelevant reasons, claims or information; detect bias; identify unstated assumptions; determine the strength of an argument; recognize logical inconsistencies or fallacies in a line of reasoning; determine cause and effect relationships; attain a credible, concise and convincing style of presentation.

   Narrative Explanation:

   The teacher's ability to analyze educational policy through these processes enables him/her to explain the meanings of policies which affect his/her teaching and to become an active participant in the formulation of educational policy from a position of knowledge and understanding. Futher, this means that the teacher will critically examine the entire range of instructional options and will appraise the usefulness of each in light of the contextual features of the classroom, thus orchestrating learner needs and instructional plans in an appropriate agenda of student/teacher/strategies/materials encounters.

2. TO INCREASE THE STUDENT'S ABILITY TO SOLVE EDUCATIONAL PROBLEMS

(PROBLEM SOLVER)

This means the student will be able to use basic thinking processes to resolve educational difficulties; identify educational problems; define and represent the problem with precision; explore possible strategies and alternatives; act on, i.e., test possible strategies; look at the effects of his/her actions, and project possible solutions.

Narrative Explanation:

Although teachers engage in problem solving at many levels (district, school, grade, individual classroom), the central focus here is on searching for solutions to student classroom problems. The teacher understands the importance of problem solving, the processes involved in it and regularly and systematically employs the strategies.

3. TO IMPROVE THE STUDENT'S ABILITY TO MAKE INSTRUCTIONAL DECISIONS

(DECISION MAKER)

This means the student will be able to use basic thinking processes to choose or formulate an appropriate response among alternatives; assemble information needed in a subject area; compare advantages and disadvantages of alternative instructional approaches; determine what additional information is required; judge the most effective means and be able to justify it.

Narrative Explanation:

In teaching, this means the effective exercise of sound judgement in carrying out all professional responsibilities including planning for

teaching; collecting, organizing and using appropriate data in planning, implementing and evaluating learning experiences.

4. TO ENHANCE THE STUDENT'S ABILITY TO INTERACT EFFECTIVELY WITH STUDENTS, PARENTS, COLLEAGUES AND THE PUBLIC

(COUNSELOR/THERAPIST

This means the student will be able to demonstrate behaviors which reflect a feeling for the dignity and worth of other people; engage in self-reflection; express what both he/she and the other individual are privately sensing or thinking; avoid mistaking labels and categories for "the person"; live with personal decisions and not be swayed by the whims of others; participate in decisions that affect his/her life; build relationships based on mutuality; recognize the strengths and contributions of others; have a sense of connection with others.

Narrative Explanation:

As a teacher, these qualities enable one to develop a positive classroom atmosphere in which the expectation is to work together as friends - to work hard - and to respect each other. Further, it means that the teacher manages the learning environment so that appropriate learning occurs and classroom safety is maintained by controlling and coordinating physical activity, space, time, furnishings and equipment, temperature and lighting. It also means that the teacher will be able to develop and maintain collegial relationships with co-workers through sharing of ideas and assuming personal initiative in accomplishing group goals.

5. TO ENABLE THE STUDENT TO GOVERN HIS/HER OWN DAILY ACTIVITIES AND BEHAVIOR ON THE BASIS OF ETHICAL AND MORAL PRINCIPALS

(ETHICAL/MORAL BEING)

This means the student will be able to be governed by a service ideal that places "the client" above pecuniary self-motives; value the pursuit of truth, the devotion to excellence, the acquisition of knowledge and the nurture of democratic citizenship; exercise professional judgment and integrity.

Narrative Explanation:

For the teacher, this commitment transcends all other considerations and identifies the welfare of the student as the central focus of teaching. Appropriate approaches are used so that each student's self-concept is enhanced. Care is taken in communication of information to others concerning students, their progress and their personal lives.

6. TO INCREASE THE STUDENT'S PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES

(LIFE-LONG LEARNER)

This means the student will be able to justify his/her professional actions through a theoretical framework; perceive the need for continuing to seek knowledge; identify personal aims; select appropriate self-development activities to meet educational ends; determine his/her own professional needs.

Narrative Explanation:

For the teacher, this means taking initiative in seeking information about teaching and learning to improve one's own teaching effectiveness. Acting to gain information includes consulting professional literature, attending conferences and meetings, conducting experiments, analyzing one's own teaching experience, participating in inservice activities and other professional study.

7. TO INCREASE THE STUDENT'S PARTICIPATION IN ACTIVITIES OF THE PROFESSION (ACTIVE PROFESSIONAL)

This means the student will be able to contribute to the development and advancement of teaching as a profession, and to show public manifestation of his/her research and/or creative activities.

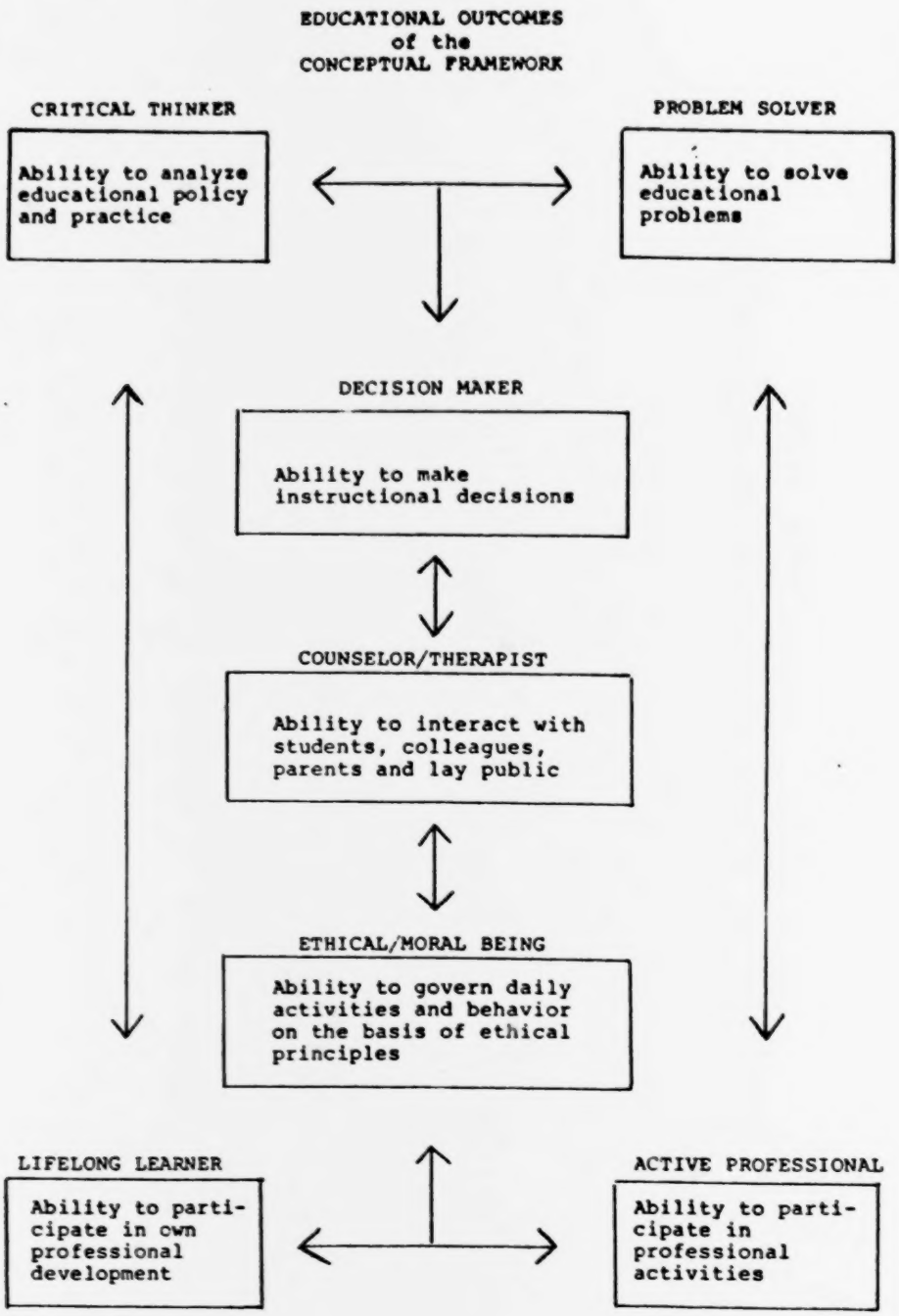
Narrative Explanation:

For the teacher, this means sensing one's responsibility to enhance the status of teaching through supporting changes in educational practice and organizational patterns which positively impact on children and young people. This also includes willingness to take a public stand on issues when the welfare of children and young people is at stake.

The following paradigms provide two ways of thinking about these broad purposes of teacher education by (a) highlighting the interactive nature of the seven purposes (see Paradigm I), and (b) demonstrating how the processes will be operationalized in the respective service and program units of teacher education (see Paradigm II).

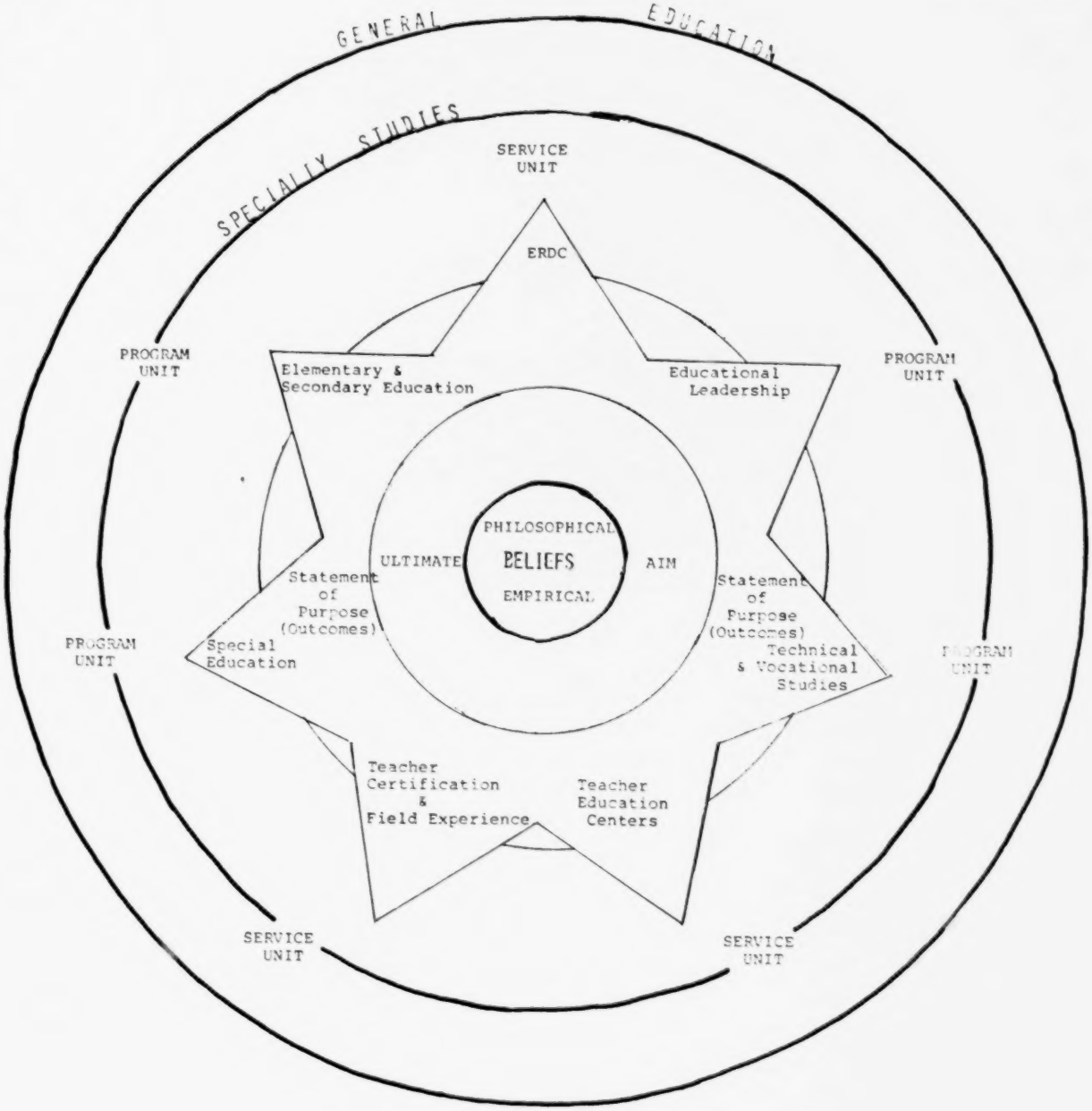
HOLD THIS PAGE FOR PARADIGM I

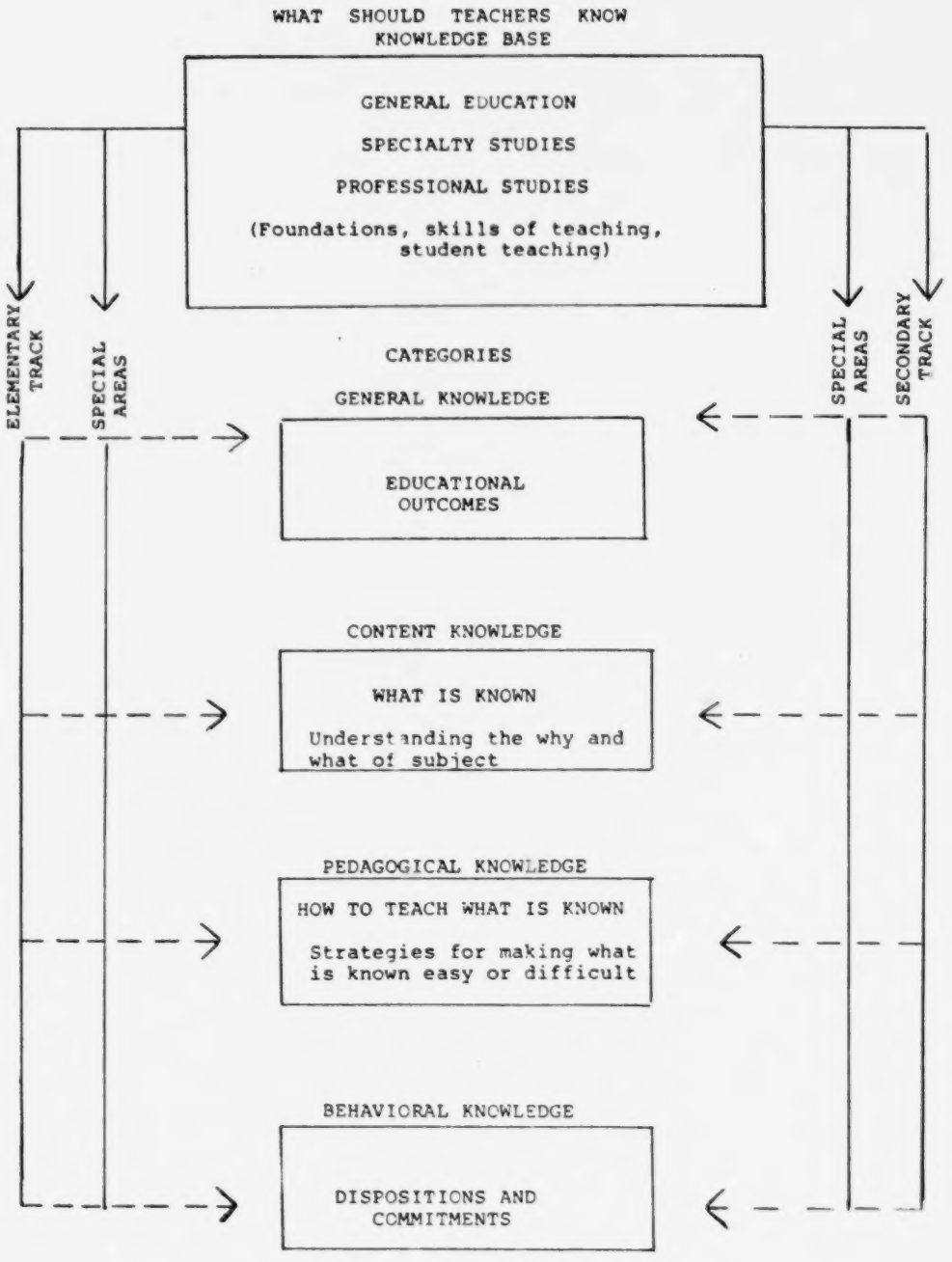
PARADIGM I


EDUCATIONAL OUTCOMES
of the
CONCEPTUAL FRAMEWORK
CRITICAL THINKER
Ability to analyze educational policy and practice
PROBLEM SOLVER
Ability to solve educational problems
DECISION MAKER
Ability to make instructional decisions
COUNSELOR/THERAPIST
Ability to interact with students, colleagues, parents and lay public
ETHICAL/MORAL BEING
Ability to govern daily activities and behavior on the basis of ethical principles
LIFELONG LEARNER
Ability to participate in own professional development
ACTIVE PROFESSIONAL
Ability to participate in professional activities

CONCEPTUAL FRAMEWORK

PROFESSIONAL UNIT




WHAT SHOULD TEACHERS KNOW
KNOWLEDGE BASE
GENERAL EDUCATION
SPECIALTY STUDIES
PROFESSIONAL STUDIES
(Foundations, skills of teaching, student teaching)
ELEMENTARY TRACK
SPECIAL AREAS
SPECIAL AREAS
SECONDARY TRACK
CATEGORIES
GENERAL KNOWLEDGE
EDUCATIONAL OUTCOMES
CONTENT KNOWLEDGE
WHAT IS KNOWN
Understanding the why and what of subject
PEDAGOGICAL KNOWLEDGE
HOW TO TEACH WHAT IS KNOWN
Strategies for making what is known easy or difficult
BEHAVIORAL KNOWLEDGE
DISPOSITIONS AND COMMITMENTS

CONCEPTUAL FRAMEWORK/KNOWLEDGE BASE

The second part of the curriculum framework - the descriptions of programs, program components and their relationship to each other - is based on the positions set forth and the justifications provided in part one.

WHAT SHOULD TEACHERS KNOW (Besides information on current practices)?

The answer to the above question has been debated perennially, and at the present time is being debated in the national forum of reports. As the debate rages on, however, there seems to be some focus on two major paradigms historically in teacher preparation. One model which fashioned the early Normal School preparation assumed that teacher education graduates would not fill leadership roles or positions and that most of them, according to Merle Borrowman (1965), "would remain in the classroom, teaching a curriculum prescribed by the board of education, through texts selected by that board or provided on a chance basis by parents, and according to methods suggested by master teachers or educational theorists, most of whom had been educated in the colleges" (Borrowman, 1965, p. 22).

The other model promulgated by such persons as William F. Phelps, argued that teacher education should offer its candidates an advanced liberal education in both general and professional areas. However, proponents of this model were often brought up short, according to Merle Borrowman (1965) by the realization that teacher education students were too ignorant of elementary knowledge to permit this kind of training (Borrowman, 1965, p. 23).

The influence of the foregoing models may be identified in present day translations of what the knowledge base should be for teachers. Some suggest

translating the teacher education program into a four-year liberal arts program for pre-service teachers followed by a fifth year of highly professionalized training. Others are suggesting teacher training centered around what we know about learning, human development, and effective teaching methods, with on-the-job training providing the crucial program element. There are still others who would integrate professional education, general liberal education, and specialized training in academic fields in such a way that there is a programatic whole which functions to guide the specifics of curriculum development.

What then should teachers know? The American Association of Colleges for Teacher Education maintain that graduates of teacher education programs sould possess requisite knowledge and skills in four areas: (a) General Education; (b) Preprofessional Study in the Disciplines Undergirding Pedagogy; (c) Academic Specialization; and (d) Professional Study.

The Florida Association of Colleges for Teacher Education in a May 1986 position paper endorsed its parent organization's knowledge base for teacher education students:

Essential Components of Teacher Education Programs

There is a commonly held belief that teaching is a set of behaviors that any reasonably educated adult can learn on-the-job, that the most essential element of teaching is knowledge of one's subject, and that classroom management and the techniques of instructional planning can be adequately learned while teaching.

The Florida Association of Colleges of Teacher Education (FACTE) agrees that all teachers must have command of the subject matter and related skills they are attempting to teach. FACTE takes strong exception, however, to the assertion that effective teaching is a set of skills best learned on-the-job The preparation of a teacher involves a carefully planned set of experiences designed to prepare the student teacher for his/her orderly induction into the teaching process. In every class of teacher candidates there are a few individuals who might be described as "natural" teachers. The majority, however, learn to become effective teachers through a planned program of teacher education.

Every teacher preparation program rests on the foundation of a strong general education. Teachers are rightfully expected to be among the most broadly educated members of society. Upon this foundation of general education is built a further concentration in one or more teaching fields. This concentration, known as the teaching major, represents a depth of understanding appropriate to the grade-level for which the teacher candidate is preparing. Secondary school teaching candidates, for example, must obtain a depth of concentration equivalent to a baccalaureate major in their chosen subject field. Elementary school teaching candidates are required to have preparation in several disciplines represented in the elementary school curriculum but are usually not expected to obtain substantial depth in any one field.

In addition to knowledge of subject matter, every teacher is expected to understand the historical, philosophical, psychological, and sociological

foundations of schooling in American society. Teachers are expected to understand important social issues affecting educational practice; to know how children grow and how they learn; to understand human relations; to be familiar with legal and ethical responsibilities of schools; and dozens of other understandings which rise out of their roles as teachers. Teachers, like most other professionals, occupy positions of special trust in society and, accordingly, are expected to know and to act in a manner which is consistent with principles which are the substance of courses in the foundations of education.

Finally, teacher education programs include a substantial component devoted to practicing the skills of teaching. Research on teacher behavior has shown that every teacher makes more than a hundred significant instructional decisions every day. Courses in classroom management, discipline, curriculum, and evaluation prepare the prospective teacher for assuming the duties of instruction. Professional education courses provide the opportunity to practice various teaching skills under conditions which maximize and guide the candidate toward acceptable professional practice (Florida Association of Colleges of Teacher Eduction, 1986).

KNOWLEDGE BASE: CURRICULAR CONTENT

The descriptions of the UWF teacher education program which follow are organized around (1) the general education component, (2) the specialty studies component and (3) the professional studies component.

General Education

> We must never overlook the distinction between liberal education as an ideal and the liberal-arts college as an institution.
>
> In our liberal-arts colleges, the professors continue to croak "vocationalism" at the idea of education courses even for teachers, and to act as if a course is liberalizing only to the extent that it has nothing to do with man's work or his immediate problems. The schools of education have compounded the confusion by their insistence that every education course is "professional." Since all education courses are "professional," none is presumably a proper part of liberal education. The entire controversy over education courses is a remarkable illustration of the capacity of college professors to confuse words with things and institutions with ideas. Instead of regarding liberal education as an ideal and then evaluating courses according to their capacity to contribute to this ideal, professors have come to regard liberal education as something that can occur only in courses which are under the jurisdiction of liberal-arts colleges. There is no basis in theory or fact for this identification., it is purely gratuitous. Nevertheless, on most campuses it has the force of Holy Writ. (Myron Lieberman, 1965)

The general/liberal education background of teachers is of vital importance to their professional and intellectual growth. One could deny the importance of a general education background for teachers only if one held the proposition that teacher training is preprofessional or useful for making money and is experiential and therefore not intellectual.

However, several scholars have cogently argued that a great deal of any liberal arts curriculum these days is preprofessional, or at least studied for the sake of its utility (Kimball, 1986). In fact, as Jencks & Riesman (1968) have pointed out, many courses within humanistic disciplines are in fact

specialized courses designed for undergraduates preparing to be professional academics. Added to that, a significant portion of liberal arts curriculum involves experiential learning (Kimball, 1986).

Teachers need a general education background that enables them to participate in courses that incorporate experience, observation and reflection upon that experience. This experience should in no way diminish the fact that some of this background may be useful for preprofessional purposes, i.e., to earn a living.

Kimball (1986) contends that the study of education is a liberal discipline, and "is no less historical and no more preprofessional than other disciplines; it addresses questions that are universal to human experiences, and these questions are thoroughly intellectual and have never been finally answered: What knowledge should be transmitted from generation to generation? How should it be transmitted? Why should it be transmitted at all?

The general/liberal background for teachers should help them to see problems and issues in the broadest possible context. It should enhance their understanding of social, political, and economic forces that local and world communities are bringing to bear on problems faced by teachers and students.

Further, in conceptualizing the general education component for teacher education one should adhere to the words of Boyer & Levine:

> When colleges talk about the outcomes of a college education the terms "general" and "liberal" education often are confused. These are not synonomous. General education refers to just one part of the undergraduate program. Liberal education includes the total experience. Ideally, when all the pieces - general education, the major, electives, and nonclassroorm activity - are effectively combined, liberal education occurs. The student becomes, we say, a liberally-educated person. A distinction, then, must be drawn between the specific objectives of general education and the whole undergraduate experience. When colleges

> fail to distinguish the two clearly, general education tends to get lost, or to carry more baggage than it should. (Boyer & Levine, 1981, p. 32)

What should teachers know in the general education component? For starters it should enable teacher educators to affirm our individual and collective connectedness. In other words, "it is the educational tool we reach for in our search for renewal of the frayed social compact" (Boyer & Levine, 1981, p. 18). Next, what students should be required to study in the general education component (content); how should they be required to study it (process)., and what should be the expected outcomes of such study (outcomes)? Finally, it should be recognized that the general education component is a process (i.e., a beginning) and not a simple program of study (a completion).

CONCEPTUAL CURRICULUM PLAN FOR GENERAL EDUCATION

These are generic objectives common to all teacher certification fields. The objectives are descriptive of the body of knowledge, skills and dispositions believed to be essential for effective teaching, i.e., for the development of the professional teacher.

GENERAL EDUCATION

Goals

1. Demonstrate an understanding of the shared uses of human symbols, both technical and non-technical; the uses of symbolic and non-symbolic languages in the human experiences.

2. Demonstrate an understanding of shared membership in groups and institutions.
3. Demonstrate an understanding of shared producing and consuming.
4. Demonstrate an understanding of the shared relationship with nature.
5. Demonstrate an understanding of the shared sense of time.
6. Demonstrate an understanding of shared values and beliefs.

Understandings (Goal 1)

- Why and how language has evolved.
  How messages reveal the values of a culture.
- How words and thoughts interact.
- How feelings and ideas are conveyed through literature
- The impact of mass communication.
- The languages of computers.
- A second language.
- Non-verbal communication through music, dance, and the visual arts.

Understandings (Goal 2)

- How individuals share membership in groups and institutions.
- The origins of institutions: how they evolve; how they grow strong; how they become oppressive or weak and sometimes die.
- How institutions work: the interaction between institutions and individuals; how such interaction facilitates and complicates our existence.

Understandings (Goal 3)

- The significance of work in the lives of individuals.
- How work patterns reflect the values and shape the social climate of a culture.
- The place of leisure in our lives.
- The historical, philosophical, religious and social attitudes toward work around the world.
- How notions about work are related to social status and human dignitiy.
- What determines the different status and rewards we grant to different forms of work.
- Why some work is highly rewarded and other work relatively unrewarded.

Understandings (Goal 4)

- The facts of science: basic concepts; theories; relationships; methodologies.
- Science and its relation to society.
- How science is a process of trial and error.
- How through observation and testing, theories are found, refined, sometimes discarded and often give rise to other theories.
- The applications of science.
- How scientific discoveries have led to inventions and new technologies that have benefits and risks.
- The pros and cons of nuclear power, space exploration, food additives, and pollution standards.

Understandings (Goal 5)

- The seminal ideas and events that have decisively shaped the course of history.
- The convergence of social, religious, political, economic, and intellectual forces.
- How past visions of the future have shaped the course of history.
- How much of what we call "the future" has been predetermined by political, economic, social and scientific decisions of the past.

Understandings (Goal 6)

1. How values are formed, transmitted and revised.
2. How societies react to unpopular beliefs.
3. The role political and religious ideologies have played in shaping throughout history the convictions of individuals and societies.

The following skills and dispositions are generic to the six goal outcomes.

Skills

1. Read with understanding(s).
2. Write with clarity.
3. Listen and speak effectively.
4. Be proficient in the use of numbers.
5. Think critically.
6. Distinguish between beliefs and facts.
7. Examine values currently held in our society, and the ways such values are socially enforced.

Dispositions

1. Appreciation of history and culture.
2. Ability to make responsible decisions.
3. Willingness to engage in frank and searching discussion(s) of some of the ethical and moral choices that confront us.
4. Sense of aesthetic quality.
5. Love of wisdom, i.e., lifelong learning.

GENERAL EDUCATION

The foregoing understandings, skills and dispositions which flow from the six goal areas may then be linked to more conventional categories of general education as outlined below.

Goals/Content Areas

Goal 1 - English Composition/literature; mathematics; foreign language; fine arts; computer technology.

Goal 2 - Sociology; political science; civics, anthropology; geography.

Goal 3 - Business; economics; recreation/leisure.

Goal 4 - Natural science (physics, biology, chemistry, earth science).

Goal 5 - History, social science, western civilization.

Goal 6 - Philosophy; ethics; political philosophy.

Courses

The foregoing understandings, skills and dispositions should form the basis for the selection of courses and experiences in the general education component in such a way as to contribute to the development of the teaching professional.

GENERAL EDUCATION LINK TO PROFESSIONAL EDUCATION

The relationship among the components of the professional unit may be seen in the linking of the understandings, skills and dispositions to the seven generic goals of the professional unit. Thus, the contribution of general education and specialty studies may be seen in their relationship to the overall goals of the professional unit.

General Education	Professional Education Link
Understandings:	
1. an understanding of shared uses human symbols.	analyze educational policy and practice; make instructional decisions; participate in activities of the profession.
2. an understanding of shared membership in groups and institutions. (*multicultural contribution)	solve educational problems; make instructional decisions; interact effectively with students, parents, colleagues and the public; participate in professional development; participate in activities of the profession.
3. an understanding of shared producing and consuming.	govern own daily activities and behavior on basis of ethical/ moral principles; participate in activities of profession.
4. an understanding of the shared relationship with nature.	analyze educational policy and practice; solve educational problems; make instructioinal decisions.
5. an understanding of the shared sense of time.	solve educational problems; make instructional decisions; participate in activities of the profession.
6. an understanding of shared values and beliefs.	analyze educational policy and practice; solve educational problems; make instructional

(*multicultural contribution)	decisions; interact effectively with students, parents, colleagues and the public; govern own daily activities and behavior on basis of ehtical/moral principles; participate in professional development.
Skills	
1. Read with understanding(s)	analyze educational policy and practice; solve educational problems; make instructional decisions; participate in professional development; participate in activities of the profession.
2. Write with clarity	anlayze educational policy and practice; make instructional decisions; participate in activities of profession.
3. Listen and speak effectively (*multicultural contribution)	analyze educational policy and practice; solve educational problems; make instructional decisions; interact effectively with students, parents, colleagues and the public; govern own daily activities and behavior on basis of ethical/moral principles; participate in professional development; participate in activities of profession.
4. Be proficient in the use of numbers.	analyze educational policy and practice; solve educational problems; make instructional decisions; participate in professional development; participate in activities of profession.
5. Think critically	analyze educational policy and practice.
6. Distinguish between beliefs/facts.	solve educational problems; make instructional decisions; interact

(*multicultural contribution)	effectively with students, parents, colleagues and the public; govern own daily activites and behavior on basis of ethical/moral principles; participate in professional development; participate in activities of profession.
7. Examine values currently held in society, and ways such values are socially enforced. (*multicultural contribution)	analyze educational policy and practice; solve educational problems; make instructional decisions; interact effectively with parents, students, colleagues and public; govern own daily activities; participate in self development and activities of profession.

*The explanation is provided in the Multicultural component (Page 54).

(*multicultural contribution)	effectively with students, parents, colleagues and the public; govern own daily activites and behavior on basis of ethical/moral principles; participate in professional development; participate in activities of profession.
7. Examine values currently held in society, and ways such values are socially enforced. (*multicultural contribution)	analyze educational policy and practice; solve educational problems; make instructional decisions; interact effectively with parents, students, colleagues and public; govern own daily activities; participate in self development and activities of profession.
Dispositions	
1. Appreciation of history and culture.	solve educational problems; make instructional decisions; interact effectively with students, parents, colleagues and public.
2. Learn to make responsible decisions	analyze educational policy and practice; solve educational problems; make instructional decisions; interact effectively with students, parents, colleagues and public; govern own daily activities; participate in professional development; participate in activities of profession.
3. Engage in frank and searching discussions of some of the eithical and moral choices that confront us	analyze educational policy and practice; govern own daily activities and behavior on basis of ethical/moral principles; participate in activities of profession.
4. Aesthetic sensibilities	make instructional decisions; interact effectively with parents, students, colleagues and public; govern own daily activities.

5.	Toward a love of wisdom, i.e., lifelong learning	analyze educational policy and participate in professional development.

*The explanation is provided in the Multicultural component (Page 54).

SPECIALTY STUDIES/ACADEMIC SPECIALIZATION

> Teachers must not only be capable of defining for students the accepted truths in a domain. They must also be able to explain why a particular proposition is deemed warranted, why it is worth knowing, and how it relates to other propositions, both within the discipline and without, both in theory and in practice (Shulman, 1986, p. 9).

According to the American Association of Colleges for Teacher Education, "academic specialization is the in-depth study of subjects which a teacher candidate may teach in an elementary or secondary school" (AACTE, 1983, p. 7). The National Council for Accreditation of Teacher Education maintains that, "the specialty studies component requires that education students develop a strong academic background in the areas in which they plan to teach or work" (NCATE Redesign, 1985, p. 17).

While academic specialization encourages teachers to develop expertise in a subject area, a false and dangerous dichotomy is sometimes promulgated regarding academic specialization and teaching. It is sometimes assumed that teacher preparation is simply the acquisition of content or subject matter. Methodology, it is held, is the business of schools of education.

Robert Saunders challenges the assumption by emphasizing that "Effective teachers possess knowledge of the subject matter as well as pedagogical knowledge and skills" (Saunders, 1985, p. 10).

Lee Shulman dramatizes the need for academic specialization and pedagogical knowledge this way:

> We expect that the subject matter content understanding of the teacher be at least equal to that of his or her lay colleague, the mere subject matter major. The teacher need not only understand that something is so; the teacher must further understand why it is so, on what grounds its warrant can be asserted, and under what circumstances our belief in its justification can be weakened and even denied . . .a second kind of content knowledge is pedagogical knowledge, which goes beyond knowledge of subject matter per se to the dimension of subject matter knowledge for teaching (Shulman, 1986, p. 9).

The importance of academic specialization for teachers lies in its enabling effective teachers to be able to draw from the discipline(s) (i.e., subject matter) to enhance the development of school curricula. Such an ability, however, requires that one is able "to think properly about content knowledge." This activity further requires that one go "beyond knowledge of the facts or concepts of a domain. It requires understanding the structures of the subject matter . . ." (Shulman, 1986, p. 9).

The Holmes Group Report, Tomorrow's Teachers (1986) suggests that the outcomes for teacher educators from academic specialization should be to increase understanding and appreciation for the subject matter in-depth and mastery; the history of the subject; the theories in the field; the field's epistemology; and its primary modes of inquiry.

Generic Objectives for Teacher Education

Teacher candidates for each school level (elementary, secondary, and specialized areas) need academic preparation which assures that they:

- understand (a) the nature and structure of the subject matter., (b) the logical dimensions of the content; (c) the value and use of the subject

matter; (d) the relevance of the subject matter to present and future needs of the students, and (e) the degree of social "neutrality" or bias in the subject matter;

- can select, develop, and modify instructional materials;
- establish standards of excellence appropriate to the grade level of each student's learning needs;
- develop a personal sense of scholarship in at least one academic field sufficient to identify with scholars and other instructors in that area and to participate in professional associations, conferences, and other professional activities (AACTE, 1983).

SPECIALTY STUDIES

The following understandings, skills and dispositions are generic to the five goal outcomes of the specialty studies.

Goals

1. To increase an understanding of and appreciation for the subject matter in depth and mastery.
2. To increase an understanding of and appreciation for the history of the subject.
3. To increase an understanding of and appreciation for the theories in the field.
4. To increase an understanding of and appreciation for the field's epistemology.

5. To increase an undersanding of and appreciation for the field's primary modes of inquiry.

Understandings

- The nature and structure of the subject matter.
- The logical dimensions of the content.
- The value and use of the subject matter.
- The relevance of the subject matter to present and future needs of the students.
- The degree of social "neutrality" or bias in the subject matter.

Skills

1. Select instructional materials.
2. Develop instructional materials.
3. Modify instructional materials.
4. Establish standards of excellence appropriate to the grade level of each student's learning needs.

Dispositions

1. Develop a personal sense of scholarship in at least one academic field sufficient to identify with scholars and other instructors in that area.
2. Develop a personal sense of scholarship to participate in professional associations, conferences, and other professional activities.

SPECIALTY STUDIES

Content Areas

The academic major in ELEMENTARY EDUCATION is the study of appropriate categories of content in the sciences, social sciences and arts, and the study of effective methodology for teaching the child from age six to age twelve.

The academic major in EARLY CHILDHOOD EDUCATION is the study of appropriate categories of content in the sciences, social sciences and arts, and the study of effective methodology for teaching the child from birth to age eight.

The academic major in MIDDLE/JUNIOR HIGH SCHOOL EDUCATION is the study of appropriate categories of content in the sciences, social sciences and arts, and the study of effective methodology for teaching the student from age eleven to age thirteen.

The academic major for SECONDARY EDUCATION students is in the selected discipline they will teach.

Although the art, music and physical education programs are K-12, the academic major for SPECIALIZED TEACHERS is within the discipline.

SPECIALTY STUDIES LINK TO PROFESSIONAL EDUCATION

The relationship of specialty studies to professional education follows the same linking process that was shown in the general education component.

Specialty Studies	Professional Education Link
Understandings:	
1. the nature and structure of the subject matter.	solve educational problems; make educational decisions.
2. the logical dimensions of the content.	analyze educational policy and practice; solve educational problems; make educational decisions.
3. the value and use of the subject matter.	solve educational problems; make instructional decisions; participate in professional development.
4. the relevance of the subject matter to the present and future needs of students. (*multicultural contribution)	make instructional decisions; interact effectively with students, parents, colleagues and public.
5. the degree of social "neutrality" or bias in the subject matter.	analyze educational policy and practice; solve educational problems; make instructional decisions.
Skills	
1. select instructional materials.	solve educational problems; make instructional decisions.
2. develop instructional materials.	solve educational problems; make instructional decisions.
3. modify instructional materials.	solve educational problems; make instructional decisions.
4. establish standards of excellence appropriate to grade level of each student's learning needs.	analyze educational policy and practice; make instructional decisions; interact effectively with students, parents, colleagues

(*multicultural contribution)	and the public; govern own daily activities and behavior on basis of ethical/moral principles; participate in professional development; participate in activities of profession.
Dispositions	
1. Develop a personal sense of scholarship.	analyze educational policy and practice; solve educational problems; make instructional decisions; govern own daily activities; participate in professional development; participate in activities of profession.

*The explanation is provided in the Multicultural component (Page 54).

PROFESSIONAL STUDIES

> For as long as formal teacher education has existed, there has been conflict between academicians and teacher educators over the balance of general versus professional content in the undergraduate teacher education curriculum. Academicians believe that general education and knowledge of the discipline to be taught should be the only prerequisites for holding a teaching position. Most teacher educators, on the other hand, maintain that additionally there is a common body of knowledge about teaching and learning that all prospective teachers must acquire.
>
> While the conflict persists, in practice there has been an uneasy truce wherein academicians more or less oversee general education and the academic content for the teacher's teaching specialty, while teacher educators control pedagogy. From time to time, there have been efforts to reach a compromise with proposals to extend the period the teacher preparation from the current four years to five or even six years so that teacher education students could receive both more general and professional education (Cruickshank, 1985, pp. 4-5).

According to Cruickshank (1985), "Professional education . . .is used to define the education needed to practice in a particular profession. In education it is referred to as pedagogy or the art and science of teaching." He continued, "all institutions preparing preservice teachers now require that some coursework be taken in professional education." However, "disagreement occurs mostly over the nature and amount of the preservice education curriculum" (Cruickshank, 1985, p. 4, p. 17).

Traditionally, professional education has centered around (a) content (b) methods (c) practice teaching/internship and (d) analysis or foundational studies. Robert Saunders captures the problematic nature of this component in teacher preparation accordingly:

> This component is also one that our critics have a field day with, asserting that it is too large, too "fluffy," little more than conventional wisdom, and an area of study which, if eliminated, would literally entice hordes of highly qualified arts and science majors into teaching. For a variety of reasons, this matter has been the battleground for continuous warfare between arts and science professors and educationists (as they often like to call us) (Saunders, 1985, p. 12).

While the urge to efface or circumvent the education component in teacher preparation has been strong (Koerner, 1963., Mitchell, 1981, Florida Postsecondary Education Planning Commission, 1984), there is generally widespread agreement about the nature and purpose of this component.

The Holmes Group in its anachronistic report Tomorrow's Teachers (1986), sees professional education as affording students the opportunity to gain knowledge to think with depth and flexibility about: (a) society's expectations for schools and teachers (b) teaching diverse individuals (c) need to select appropriate content in the face of multiple goals (d) motivating students to learn (e) sustaining professional growth and commitment.

Raywid, Tesconi and Warren, in a report sponsored by the American Educational Studies Association, suggest that besides a coherent general education, and being secure in a field of specialization, teachers need to, in what is an implicit professional education component, "know how to plan, manage time, and assess learning. They can expect to be more effective if they know how to work collaboratively." These authors see the professional component as facilitating field experiences, observation and student teaching. However, most importantly, "to be effective in the schools' policy environment and in meeting their noninstructional responsibilities, education students need to know about education and to experience schools as more than collections of classrooms" (Raywid, Tesconi & Warren, 1984, p. 36).

The American Association of Colleges for Teacher Education views the pedagogical component as being of four parts: (a) foundational studies in

education (b) generic teaching knowledge and skills (c) specialized pedagogical knowledge and skills and (d) field and clinical laboratory experience. However, the association warns: "These components should be viewed not as discrete parts of a fixed sequence, but as interactive elements designed to ensure a safe level of initial professional practice" (AACTE, 1983, N.P.).

The National Council for Accreditation of Teacher Education in its redesigning of standards mandates that:

> The professional studies component prepares education students to work effectively in their professional educational roles. It is a well-planned sequence of courses and experiences consisting of both knowledge about education and clinical knowledge derived from professional practice in schools (NCATE Redesign, 1985, p. 18).

The national accreditation body spells out criteria necessary for the professional studies component:

1. Each course and experience of the . . .component is built on and itself reflects a defensible knowledge base.
2. The professional studies component includes knowledge about the social, historical, and philosophical foundations of education; theories of human development and learning; research- and experience-based principles of effective practice, impact of technology and societal changes on schools; evaluation, inquiry, and research, and educational policy.

   Courses and experiences support the development of independent thinking, effective communication, the making of relevant judgements, professional collaboration, effective participation in the educational system, and the discrimination of values in the educational arena.

3. The professional studies component for the preparation of teachers provides knowledge about and appropriate skills in learning theory, educational goals and objectives, cultural influences on learning, curriculum planning and design, instructional techniques, planning and management methods, classroom and behavior management, instructional strategies for exceptionalities, classrooms and schools as social systems, school law, instructional technology, collaborative skills. Courses and experiences ensure the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques (NCATE Redesign, 1985, p. 18).

CONCEPTUAL CURRICULUM PLAN FOR PROFESSIONAL STUDIES

Goals

1. To enhance the student's ability to analyze educational policy and practice.
2. To increase the student's ability to solve educational problems.
3. To improve the student's ability to make instructional decisions.
4. To enhance the student's ability to interact effectively with students, parents, colleagues and the public (to expand self in a variety of situations and circumstances).
5. To enable the student to govern his/her own daily activities and behavior on the basis of ethical and moral principles.

6. To increase the student's participation in professional development activities.
7. To increase the student's participation in activities of the profession.

Understandings

1. The social, historical, and philosophical foundations of education.
2. Theories of human development and learning.
3. The impact of technology and societal changes on schools.
4. Evaluation, inquiry, and research.
5. Research and experience-based principles of effective practice.
6. World of practice (Practica, student teaching/internships)

Skills

1. Independent thinking
2. Effective communication
3. The making of relevant judgements
4. Professional collaboration
5. Effective participation in system

Disposition(s)

1. To exercise professional judgement and integrity.

DESIGN OF THE CURRICULUM

The courses included in the professional sequence are:

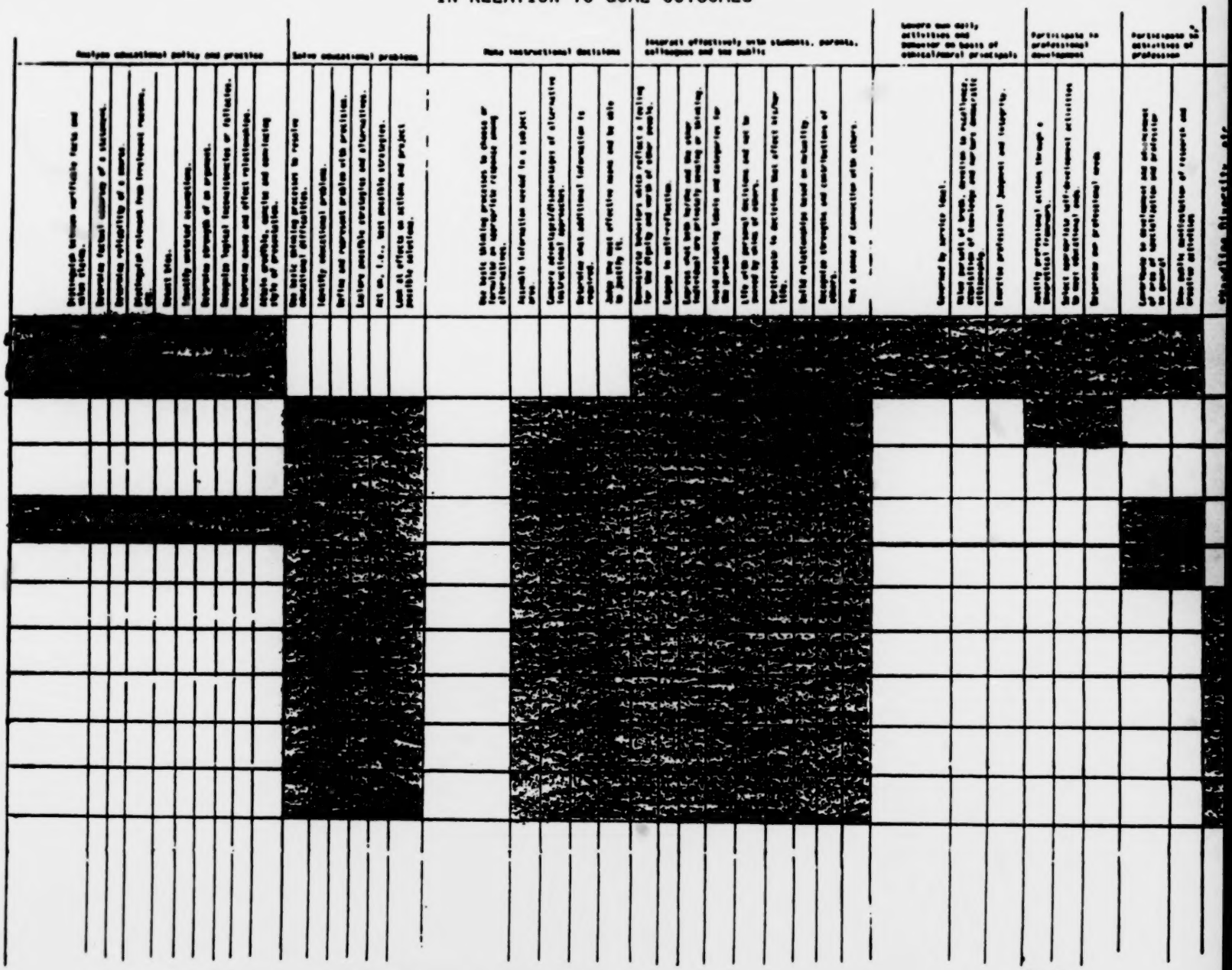
1. Social, historical, philosophical and curricular foundations of education
2. Theories of Learning and Human Development
3. Impact of technology and societal change on schools
4. Principles of Effective Practice
5. Evaluation, inquiry and research
6. Practicum - Elementary Education
   Practicum - Secondary Education
   Practicum - Special Education
   Student Teaching

This sequence may be viewed in relation to the program outcomes by profiling the priorities that each will have in relation to the seven generic goal outcomes of the professional unit (See page 15).

The following diagram shows a profile of the relationship of the seven generic goals to the course sequence of the professional studies component. It will be noted that the profiling includes a category - multicultural (the handling of diversity) - as a means of further demonstrating the place of multicultural education within the field settings.

This profile of outcomes by category of content provides a central mechanism for review of areas of responsibility for delivery of content within the program. Further, any strengthening of the delivery of content may take place by reconfiguring the profile rather than by destroying it in order to rebuild anew.

A PROFILE OF PROGRAM SEQUENCE IN RELATION TO GOAL OUTCOMES


Analyze educational policy and practice
Distinguish between verifiable facts and value claims.
Determine factual accuracy of a statement.
Determine reliability of a source.
Distinguish relevant from irrelevant reasons, etc.
Detect bias.
Identify unstated assumptions.
Determine strength of an argument.
Recognize logical inconsistencies or fallacies.
Determine cause and effect relationships.
Obtain possible, accurate and convincing right of presentation.
Solve educational problems
Use basic problem processes to resolve educational difficulties.
Identify educational problems.
Define and represent problem with precision.
Explore possible strategies and alternatives.
Act on, i.e., test possible strategies.
Look at effects of actions and project possible solutions.
Make instructional decisions
Use basic planning processes to choose or formulate an appropriate response among alternatives.
Assemble information needed for a subject area.
Compare advantages/disadvantages of alternative instructional approaches.
Determine what additional information is required.
Judge how most effective means and be able to justify it.
Interact effectively with students, parents, colleagues and the public
Demonstrate behaviors which reflect a feeling for the dignity and worth of other people.
Engage in self-reflection.
Express what both he/she and the other individual are presently sensing or thinking.
Avoid attaching labels and categories to the person.
Life with personal decisions and not be swayed by whims of others.
Participate in decisions that affect his/her life.
Build relationships based on maturity.
Recognize strengths and contributions of others.
Be a sense of connection with others.
Improve own daily activities and behavior on basis of ethical/moral principals
Governed by service ideal.
Value pursuit of truth, devotion to excellence, possession of knowledge and warm democratic citizenship.
Exercise professional judgment and integrity.
Participate in professional development
Justify professional actions through a theoretical framework.
Select appropriate self-development activities to meet educational ends.
Determine own professional needs
Participate in professional activities of profession
Contribute to development and advancement of role of participation and profession in general.
Show public gratification of research and creative activities.
Standing, Discretion, etc.
1. Social, historical, and philosophical foundations of education.
2. Theories of human development and learning.
3. The impact of technology and societal changes of schools.
4. Evaluation, inquiry and research.
5. Principles of effective practice (Designs).
6. Practicum (Elementary).
7. Practicum (Secondary).
Practicum (Special Ed.).
Student Teaching
Internship

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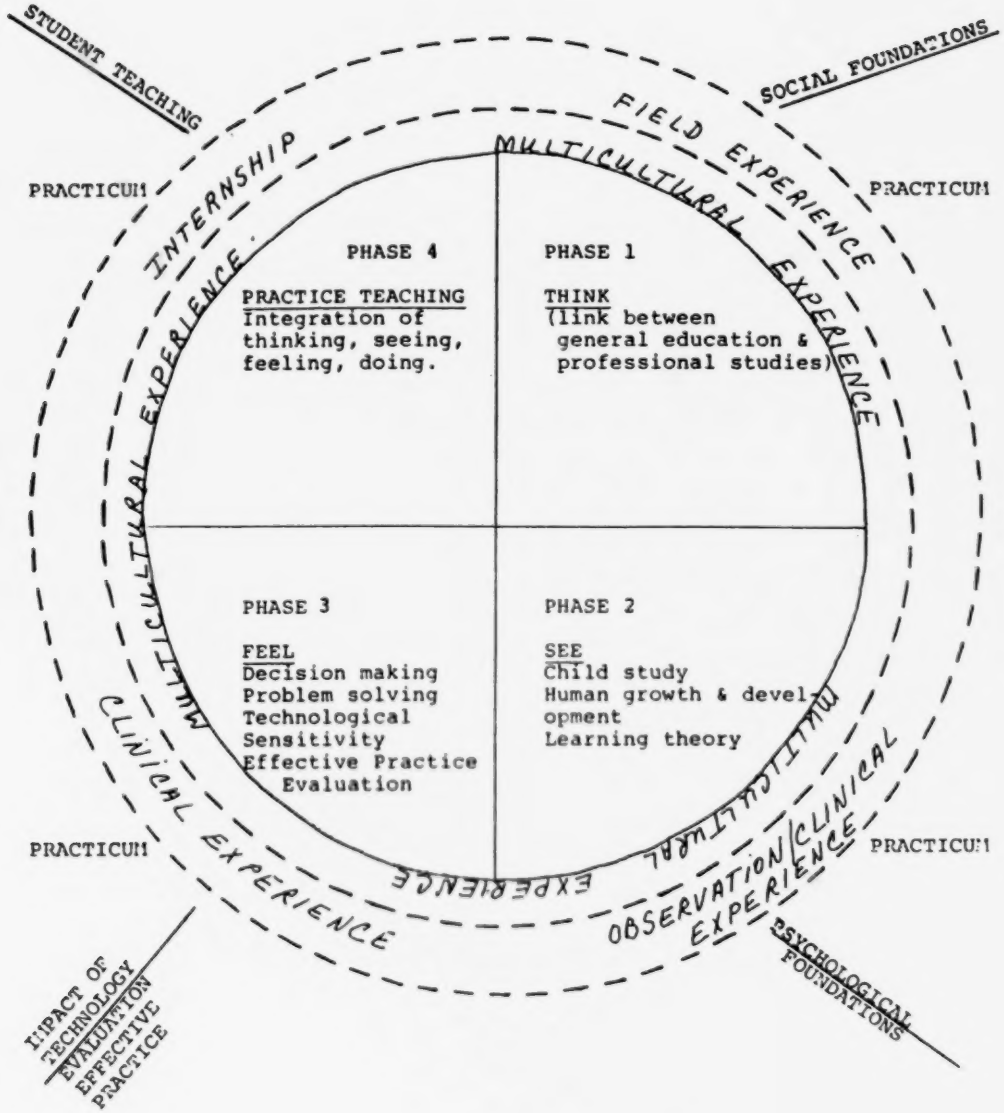
DELIVERY OF THE CURRICULUM

The diagram which follows is a way of explaining the four stage sequence of course delivery. The paradigm of delivery also shows in the outer concentric circles the relationship of clinical experience to individual courses and the relationship of each of the practica to programmatic goals, as well as to individual course objectives. The individual course descriptions of the professional sequence are not included in this document. They are available in an addendum to this report. The band labeled multicultural education highlights the contribution of both course work and practica to the goals of multicultural edcuation. This is consistent with the ideas set forth in the section beginning on page 54.

HOLD FOR DIAGRAM "A Profile of Program Sequence...."

DELIVERY OF CURRICULUM



THE UWF EXPLANATION OF MULTICULTURAL EDUCATION

> "Learning to be a teacher is not just learning a job - it is learning a new way of being yourself" (Claxton, 1978).

Contrary to conventional wisdom, "teaching is a very human business" (Clarke & Kadis, 1971: 24). While the contemporary schooling tenets of accountability, behavioral objectives and competency-based programs seem bent on reducing teaching to mechanistic, predetermined acts, there is convincing evidence which suggests that "teaching is a personal expression of the self" (Pine & Boy, 1977: 4).

Boy and Pine (1971) contend that ". . . when a student learns something, it is because he has responded to the teacher as a person, a person who relates to students with a core attitude of acceptance, empathy, concreteness, transparency, and personal genuineness" (Boy & Pine, 1971: ix).

If teaching is a personal expression of the self, then as Combs indicates: "Teacher education (is) a problem in personal becoming, of helping a student discover how best to use him/herself as a professional educator" (Combs, 1978: 558).

If teaching is seen as the expression of self and teachers like everyone else are seen as unique individuals in the process of becoming, then teaching simply means the effective use of a unique self. As Usher and Hanke contend:

> This orientation helps to account for why attempts to determine effectiveness as a result of knowledge, competencies or methods have not been fruitful. The search for common behaviors and knowledge fails to recognize the individuality of the teachers themselves (Usher & Hanke, 1971: 3).

Arthur Combs (1971) suggests that whatever we decide are the characteristics of the fully functioning person (i.e., teacher) should become the educational goal:

HOLD FOR DIAGRAM "DELIVERY OF CURRICULUM"

> These are the kinds of people we are trying to produce. It is to produce such people that our public schools exist, and the descriptions of these people provide us with the criteria in terms of which we can measure our success or failure (Combs, 1971: 154).

In other words, the characteristics of the fully functioning teacher should be used as criteria to judge every aspect of the educational experience. The question then becomes one of, "does this school program, policy, method, action, plan, curriculum, etc., help students, faculty and all school personnel to experience 'optimal being'?

The person who experiences "optimal being" whether it be teacher or student is committed to undergoing an internal journey of self; likes self; engages in self-reflection; is comfortably free to express what both he/she and the other individual are privately sensing or thinking. He/she constructs an external world that is characterized by wholeness, peacefulness and love; equality and respect; "I-Thou relationships;" responsibility; independence; and by a freedom to let the world be the way it is (Mahrer, 1978).

The evaluative criteria developed by Dottin (1986) to judge the fully functioning person/teacher/program fall under six categories of human effectiveness and development:

CATEGORY 1. The effective person (teacher/student) is who he/she is. In other words, the effective human being is able to engage in self-disclosure. He/she shuns role-playing behavior and putting up a front. Instead, he/she is open, authentic, expresses his/her feelings, accepts others and is accepted by others, and feels free to trust others. The effective teacher and person avoids impersonal interaction and does not mistake the label and category for the person.

CATEGORY 2. The effective person acts upon the world by trying to acquire personal meaning of life. He/she does not accept without questioning, does not live through imitation and does not simply look for the answer. Instead, he/she engages in divergent thinking, is curious about his/her world and thus explores it, uses his/her imagination, and gains satisfaction from his/her personal creation.

CATEGORY 3. The effective person is independently autonomous. He/she lives with personal decisions and is not swayed easily by the whims of others. He/she does not blame others for his/her mistakes, neither does he/she base his/her happiness on the expectations of others. Instead, he/she follows his/her personal interests/wishes, resists conformity and is free from role difinitions of self.

CATEGORY 4. The effective person participates fully in decisions that affect his/her life. He/she makes choices from his/her own actions and understands the key relationship between freedom and responsibility. He/she shuns just following orders and choosing from situations in which he/she was not directly involved.

CATEGORY 5. The effective person shares with others. He/she does not look out just for self, but instead builds relationships based on mutuality. He/she recognizes the strengths and contributions of others and contributes to the further development of others. He/she does not compare self to others in order to determine his/her worth as a person, but instead measures self through self evaluation.

CATEGORY 6. The effective person cares for others. He/she has a sense of connection with others, i.e., a sense of community, and shows a simple affection for others around him/her. He/she shuns alienated situations and instead seeks places where he/she can be heard, wanted and recognized. He/she enjoys a way of life that reflects the values and aspirations of the community. He/she enjoys being both leader and follower when warranted.

The foregoing characteristics should therefore be used to judge every aspect of the educational experience. For instance, if the school institutes a program in multicultural education, the question should be raised, "does this multicultural education program help students, and others engaged in the enterprise to experience being fully functioning persons?" In other words, is it an educational process that enables students (people) to expand "self" in a variety of stituations and circumstances?

A multicultural education experience provides an opportunity for teacher education students to develop an awareness of their own biases and stereotypes. Such an awareness will enable students to sense the unique potentialities in those who differ from themselves in expression and perception.

Multicultural education from this perspective differs from conventional wisdom, in that from the foregoing framework, teacher education students are helped to become fully functioning persons. By so doing, it is assumed, they will contruct external environments that are devoid of racist, discriminatory and ethnocentric practices.

The conventional process of including multicultural education in teacher education programs is predicated on the grounds that racist, discriminatory and ethnocentric practices that exit in educational circles are there because of a widespread lack of recognition and appreciation of cultural differences and diversity. The multicultural solution offered is one in which students address these societal anomalies through the study of such features of the society and/or other societies.

Teacher education programs which flow from this solution follow one of two paths. Either special courses or special learning experiences, especially those that provide material dealing with different customs, dress, food, or other matters are infused into the existing curriculum; or special learnings are added on as new requirements in the teacher education program sequence.

Since humanistic theory (Mahrer, 1978) holds that social phenomena (be it racism, etc.) are constructed as situational contexts for collective persons to experience their potentials, then any change effort must direct itself at first having the individual or individuals recognize the function their present behavior serves, thus enabling them to draw forth the good form of the potential and thereby change behavior.

The teacher, as person, can be assisted in becoming a fully functioning individual through multicultural education if the learning experiences are focused on his/her engaging in experiential activities that enhance his/her becoming a more fully functioning person and on his/her engaging in activities that permit him/her to examine why he/she does what he/she does. In other words, activities that enable the teacher to examine his/her own frame of reference (Dottin, 1984).

Implications for Field Settings

> If the education community is truly serious about achieving excellence, then it must begin by renewing its commitment to multicultural education: an educational concept dedicated to the promotion of cultural pluralism, equity, and intercultural understanding (Sontas, 1984, p. 20).

Multicultural education involves knowledge, skills and dispositions which enable the teacher:

> (1) to provide equal educational opportunities for all learners; (2) to ensure that all students develop a positive attitude toward self and toward their own cultural identity; (3) to promote intercultural unity and understanding; and (4) to develop students' abilities to live, work and socialize in culturally pluralistic settings (Gibson, 1976; Klossen and Gollnick, 1977).

These goals are reflected in the NCATE guidelines which stress that students develop competencies for "perceiving, believing, evaluating and behaving in differential cultural settings" so that they may become "more fully responsive to the human condition, individual cultural integrity and cultural pluralism in society" (NCATE, 1982: 14).

Sontas (1984) identifies three levels of affective objectives for multicultural education

1. Awareness - the learner will comprehend the issues, concerns, and points of view of diversified groups making up our society and school populations.
2. Response - the learner will voluntarily take positive actions to expand his or her knowledge and understanding for the purpose of implementing quality education.
3. Valuing - the learner will demonstrate a positive attitude and a commitment to the promotion of intercultural understanding so evidenced by his or her voluntary behavior (p. 23).

It should be remembered,too, that multicultural education includes more than "knowledge about," it entails conscious evaluation of attitudes. Baptiste and Baptiste stressed the importance of the process of attitude development in teacher education.

> The importance of the affective competencies to the full attainment of multiculturalism by a teacher education program should be stressed. It is apparent that the basic goals of multicultural education must be addressed in the affective domain. Competence in multicultural education is more than just cognitive information or knowledge. . . (1980, p. 69).

The knowledge, skills and dispositions which relate to multicultural education span the entire teacher education program as may be noted in the eight teacher education themes which describe the contribution of general education to the teaching candidate. The use of the term "shared" in each statement reflects the pervasive nature of our joint destiny with all other human beings. More specifically, an understanding of shared membership in groups and institutions and an understanding of shared values and beliefs emerge as central outcomes of the general education program. The connection between these outcomes of the general education program and the professional program may be seen in "interact effectively with students, parents, colleagues and the public," (Professional Links, #2, #6). Within the specialty studies, the relationship may also be noted by referring to understanding "the relevance of the subject matter to the present and future needs of students" (#4 p. 42) which links to the professional studies goal of effective interaction.

Since there is a contribution to be made to multicultural education at each level of the preservice teacher's program - both cognitive and affective - and since that contribution is embedded in what Katz calls a disposition to act in a given way toward other human beings (1982), this component may best be addressed by viewing it as an overlay of all the courses and activities within the program. Student placement for practicum experiences involves the

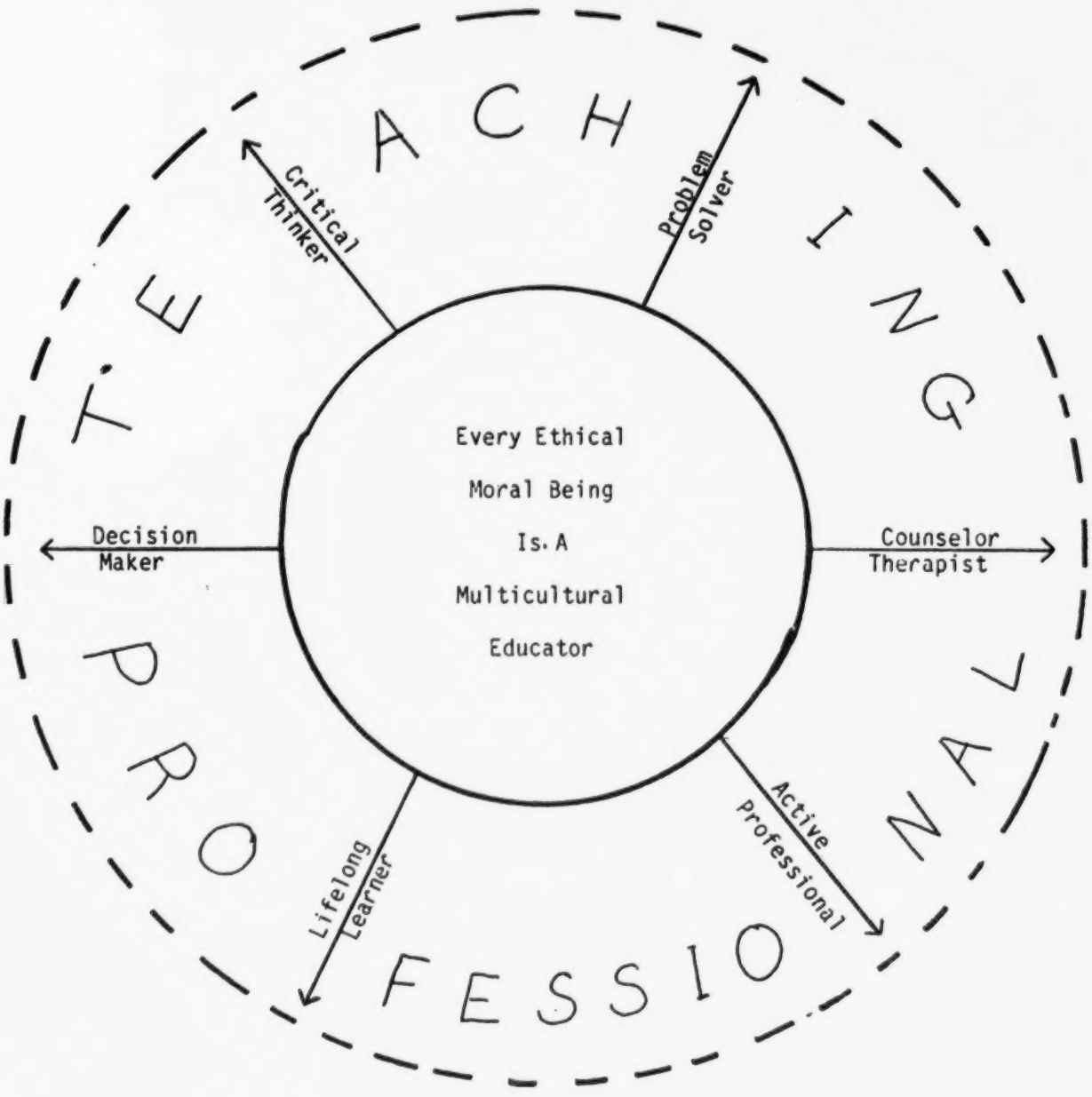
pre service teacher in multicultural education at the grass roots level with children and teachers in the learning environment.

The paradigm which follows illustrates the connection of multicultural education to the outcomes of the teacher education program.

In this design, the moral/ethical dimension of the professional teacher has become the central focus. Adherence to moral/ethical principles requires the teacher to be a multicultural educator as a role model and as a nurturer of all students.

HOLD FOR DIAGRAM OF "CONCEPTUAL FRAMEWORK OUTCOMES"

CONCEPTUAL FRAMEWORK OUTCOMES



PROGRAM EVALUATION

> . . . the success in developing and implementing new teacher education evaluation systems is constrained more by interpersonal/interactional considerations than by methodological limitations (Zimpher & Loadman, 1986, p. 9).

Teacher education program evaluation may be construed of as a process for finding out how far the learning experiences, as conceptually developed and organized, are actually producing the desired results. As a result, the process of evaluation will enable educational policy makers to identify the strengths and weaknesses of their conceptual plans. In other words, as a result of evaluation, it should be possible to determine in what respects the teacher education curriculum is effective and in what respects it needs improvement.

According to Zimpher and Loadman (1986), there are several general theoretical models for teacher and program evaluation in education. These authors describe what they saw as the most prevalent models:

1. THE INPUT-OUTPUT MODEL - in which the input is usually defined as program directives and the output as student attainment of these objectives. In practice, the input-output model has generally been limited to collecting summative data of students' achievements (i.e., outputs). Rarely are these data used in remediation of students' education, adjustment of program objectives, or in general in the evaluation and improvement of programs.

2. THE COMPETENCY-BASED MODEL - in which experts identify exactly those skills which are necessary and effective for practitioners and convert those skills into tasks. Programs teach each task and then remediate or license teacher candidates based upon an examination. However, this approach neglects the multidimensional nature of students' experiences and growth. In addition, there does not seem to be a program evaluation-improvement dimension to this model, rather, the sole purpose is to evaluate students not programs.

3. FOLLOW-UP STUDIES MODEL - developed within the context of the two foregoing models, these studies generally attempt to assess the effectiveness of teacher education programs through perceptions and

> observations of practicing teacher graduates of these programs. Serious conceptual problems exist with this model. These designs do not provide a link between knowledge, skills, attitudes, or values learned during the training expeience and those same attributes which are tapped after the graduate completes schooling. That is, there is no way to ascertain which behaviors observed in the graduate are attributable to training. The model does not provide for the demonstration of the relationship between training and postgraduate performance. A second conceptual problem with follow-up designs is that they do not wrestle with the theoretical concept of teacher competence. Using one criterion, teacher competence is related to teacher performance; by another criterion, competence is linked to student learning outcomes. A final problem with follow-up studies is their summative nature. An evaluation model should be both summative and formative (Zimpher & Loadman, 1986, pp. 4-5).

The UWF Model

The process of evaluation for the teacher education program at UWF is essentially the process of determining to what extent the educational objectives (the programs' broad statements of purpose) are actually being realized by the program of curriculum and instruction. Since educational objectives (the statements of purpose) are essentially changes in human beings, then evaluation is the process of determining the degree to which these changes in behavior are actually taking place.

This conception of evaluation, according to Ralph Tyler (1949) has two important aspects:

1. Evaluation must appraise the behavior of students since it is change in these behaviors which is sought in education.

2. Evaluation must involve more than a single appraisal at any one time since to see whether change has taken place it is necessary to make an appraisal at an early point and other appraisals at later points to identify changes that may be occurring.

Tyler (1949) further contends that it is not simply enough to have a pre and post appraisal in making an educational evaluation because some of the

objectives aimed at may be acquired during an eduational program and then be rapidly dissipated or forgotten. Hence, he argues that it is necessary to make follow-up studies of graduates in order to get further evidence as to the permanence or impermanence of the learnings which may have been acquired during the time students were in the teacher education program.

In order to get evidence about behavior changes in program participants, it is necessary to utilize multiple evaluative instruments. For example, paper and pencil tests may yield information about knowledge, skills and abilities easily expressed in verbal form; observations may get at habits, and certain kinds of operational skills; interviews may throw light upon changes taking place in attitudes, interests and appreciations; questionnaires may give evidence about interests and attitudes; anecdotal material may reveal interests such as the number of books withdrawn from the library and reading interests; actual student work may confirm student development; and sampling may provide inferential data.

The results from the evaluative instruments will not be a single score or a single descriptive term, but an ANALYZED PROFILE or a COMPREHENSIVE SET OF DESCRIPTIVE TERMS indicating the present student achievement.

Evaluation and curriculum must be closely integrated so that the effect will not be for the curriculum planning to be ignored in order for diverse objectives appraised by evaluation to be given major attention.

EVALUATION procedures should have great importance:

(a) in the individual guidance of students.

(b) as a basis for identifying particular points needing further attention with particular groups of students and as a basis for giving individual help or planning individual programs for students in light of their particular programs in the teacher education program.

(c) as a way of providing information about the success of the school or program to the school's or program's clientele.

The Teacher Education Evaluation Model, by enabling the comparison of actual accomplishments with desired outcomes, permits answers to such questions as: Which objectives are being achieved?; Which objectives are not being achieved?; What factors seem to be contributing to the success in accomplishing certain objectives and the failure to accomplish other objectives?; and What should be done to improve future performance?

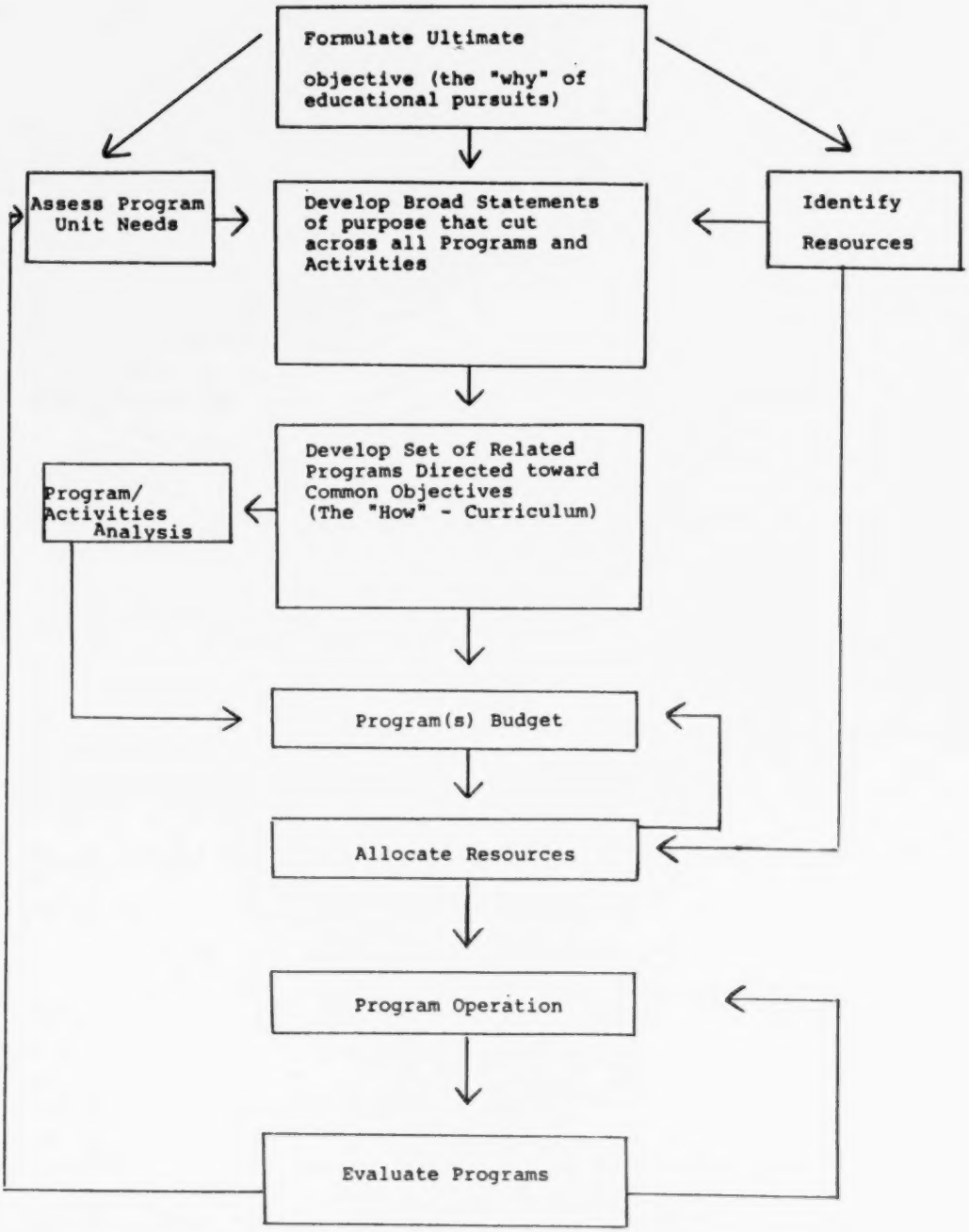
As a result of continual evaluation, modifications might be made in: (a) the statements of purpose; (b) the means for achieving the objectives, i.e., the curriculum; and (c) budget allocations.

The data base necessary for this evaluation model will include details of desired outcomes, and descriptions of actual accomplishments (i.e., qualitative data such as perceptions of accomplishments, and quantitative data such as student scores, student performance as they relate to program objectives).

Two paradigms follow: (a) an evaluation model which provides a way of thinking about the varying decision points in a plan for evaluation and (b) a conceptualization of what a teacher education profile might look like. The data to be entered on the profile would be derived from the student's portfolio.

PARADIGM A

EVALUATION MODEL


Formulate Ultimate objective (the "why" of educational pursuits)
Assess Program Unit Needs
Develop Broad Statements of purpose that cut across all Programs and Activities
Identify Resources
Develop Set of Related Programs Directed toward Common Objectives (The "How" - Curriculum)
Program/ Activities Analysis
Program(s) Budget
Allocate Resources
Program Operation
Evaluate Programs

Paradigm B

The description of the UWF teacher education program which follow, are ganized around (1) the general education component (2) the specialty studies mponent and (3) the professional studies component.

GENERAL EDUCATION

PORTFOLIO

QUALITATIVE EVIDENCE | QUANTITATIVE EVIDENCE

als

Demonstrate an understanding of the shared uses of human symbols, both technical and non-technical; the uses of symbolic and non-symbolic languages in the human experiences.
Demonstrate an understanding of shared membership in groups and institutions.
Demonstrate an understanding of shared producing and consuming.
Demonstrate an understanding of the shared relationship with nature.
Demonstrate an understanding of the shared sense of time.
Demonstrate an understanding of shared values and beliefs.

derstandings (Goal 1)

Why and how language has evolved.
How messages reveal the values of a culture.
How words and thoughts interact.
How feelings and ideas are conveyed through literature.
The impact of mass communication.
The languages of computers.
A second language.
Non-verbal communication through music, dance, and the visual arts.

derstandings (Goal 2)

How individuals share membership in groups and institutions.
The origins of institutions: how they evolve; how they grow strong; how they become oppressive or weak and sometimes die.
How institutions work: the interaction between institutions and individuals; how such interaction facilitates and complicates our existence.

(Goal 3)

The significance of work in the lives of individuals.
How work patterns reflect the values and shape the social climate of a culture.
The place of leisure in our lives.
The historical, philosophical, religious and social attitudes toward work around the world.
How notions about work are related to social status and human dignity.
What determines the different status and rewards we grant to different forms of work.
Why some work is highly rewarded and other work relatively unrewarded.

(Goal 4)

The facts of science: basic concepts; theories; relationships; methodologies.
Science and its relation to society.
How science is a process of trial and error.
How through observation and testing, theories are found, refined, sometimes discarded and often give rise to other theories.
The applications of science.
How scientific discoveries have led to inventions and new technologies that have benefits and risks.
The pros and cons of nuclear power, space exploration, food additives, and pollution standards.

(Goal 5)

The seminal ideas and events that have decisively shaped the course of history.
The convergence of social, religious, political, economic, and intellectual forces.
How past visions of the future have shaped the course of history.
How much of what we call "the future" has been predetermined by political, economic, social, and scientific decisions of the past.

(Goal 6)

How values are formed, transmitted and revised.
How societies react to unpopular beliefs.
The role political and religious ideologies have played in shaping throughout history the convictions of individuals and societies.

:ills

Read with understanding(s)
Write with clarity.
Listen and speak effectively.
Be proficient in the use of numbers.
Think critically.
Distinguish between beliefs and facts.
Examine values currently held in our society, and the ways such values are socially enforced.

C.L.A.S.T. (Scores)

ispositions

Appreciation of history and culture.
Learn to make responsible decisions.
Engage in frank and searching discussion(s) of some of the ethical and moral choices that confront us.
Aesthetic sensibilities.
Toward a love of wisdom, i.e., lifelong learning.

PRE-PROFESSIONAL CONCEPTUAL OUTCOMES

ADMISSION TO TEACHER EDUCATION		NCATE 2.5 GPA HIGH SCHOOL ACT/SAT
(ASSESSMENT AND ORIENTATION)	PRE-PROFESSIONAL CONCEPTUAL OUTCOMES GENERAL STUDIES	
---UNDERSTANDINGS	PRE-PROFESSIONAL CONCEPTUAL OUTCOMES GENERAL STUDIES	C.L.A.S.T. (Scores)
---SKILLS	PRE-PROFESSIONAL CONCEPTUAL OUTCOMES GENERAL STUDIES	
---DISPOSITIONS		

SPECIALTY STUDIES

Goals

1. To increase an understanding of and appreciation for the subject matter in depth and mastery.
2. To increase an understanding of an appreciation for the history of the subject.
3. To increase an understanding of and appreciation for the theories in the field.
4. To increase an understanding of and appreciation for the field's epistemology.
5. To increase an understanding of and appreciation for the field's primary modes of inquiry.

Understandings

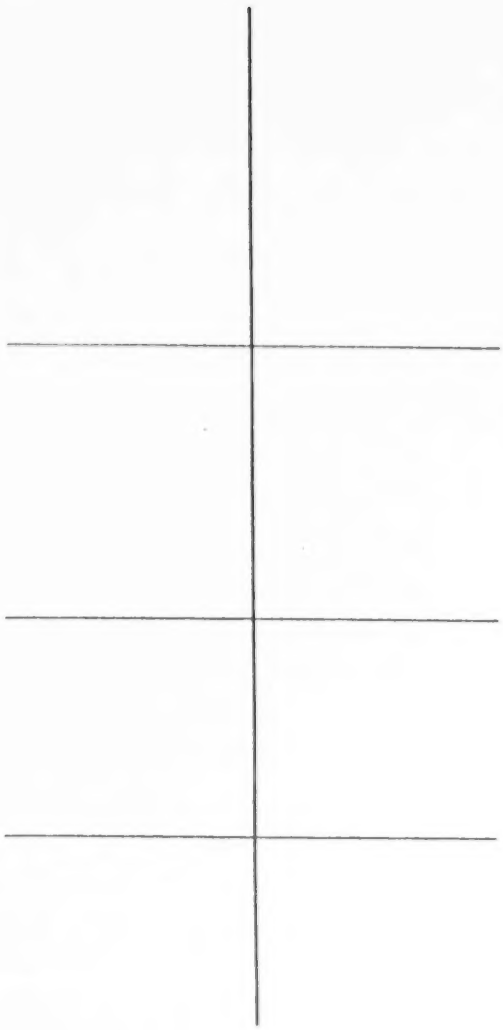
- The nature and structure of the subject matter.
- The logical dimensions of the content.
- The value and use of the subject matter.
- The relevance of the subject matter to present and future needs of the students.
- The degree of social "neutrality" or bias in the subject matter.

Skills

- Select instructional materials.
- Develop instructional materials.
- Modify instructional materials.
- Establish standards of excellence appropriate to the grade level of each student's learning needs.

Dispositions

- Develop a personal sense of scholarship in at least one academic field sufficient to identify with scholars and other instructors in that area.
- Develop a personal sense of scholarship to participate in professional associations, conferences, and other professional activities.



PORTFOLIO

PROFESSIONAL STUDIES

QUALITATIVE EVIDENCE | QUANTITATIVE EVIDENCE

Goals

1. To enhance the student's ability to analyze educational policy and practice.
2. To increase the student's ability to solve educational problems.
3. To improve the student's ability to interact effectively with students, parents, colleagues and the public. (to expand self in a variety of situations and circumstances.
5. To enable the student to govern his/her own daily activities and behavior on the basis of ethical and moral principles.
6. To increase the student's participation in professional development activities.
7. To increase the student's participation in activities of the profession.

Understandings

- The social, historical, and philosophical foundations of education.
- Theories of human development and learning.
- The impact of technology and societal changes on schools.
- Evaluation, inquiry, and research.
- Research and experience-based principles of effective practice.
- World of practice (Practica, student teaching/ internships).

Skills

- Independent thinking
- Effective communication
- The making of relevant judgements
- Professional collaboration
- Effective participation in system

Disposition(s)

- To exercise professional judgement and integrity

EXIT ASSESSMENT TEACHER EDUCATION

STATE 2.5 GPA

---UNDERSTANDINGS

POST-PROFESSIONAL OUTCOMES
SPECIALTY STUDIES/ PROFESSIONAL STUDIES

---SKILLS

POST-PROFESSIONAL OUTCOMES
SPECIALTY STUDIES/ PROFESSIONAL STUDIES

---DISPOSITIONS

POST-PROFESSIONAL OUTCOMES
SPECIALTY STUDIES PROFESSIONAL STUDIES

ASSESSMENT 1ST YEAR TEACHER EDUCATION

---UNDERSTANDINGS

---SKILLS

---DISPOSITIONS

ASSESSMENT IN-SERVICE PROFESSIONAL

---UNDERSTANDINGS

---SKILLS

---DISPOSITIONS

THE PORTFOLIO

The AACTE Task Force on Teacher Competency Assessment referred to the use of Portfolios in teacher preparation programs as follows:

> "Multiple assessment methods should be used on a regular basis from entry to exit. These would include the judgments and observations provided by teacher educators, academic specialty professors, school-based professionals, and others who have worked with and observed the prospective teacher. This process would be enhanced by candidate dossiers or portfolios."

In this same document, Lanier recommended that "As students proceed through the preprofessional program, they should add to the portfolio, records, anecdotes concerning collegiate activities and other accomplishements, and additional samples of written work" (AACTE, 1983).

Portfolio approaches in teacher education were also recommended by Sheyer and Stake who gave detailed descriptions of a portfolio approach in an inservice project involving a group of secondary art teachers (Sheyer and Stake, 1976). An elaboration of the approach was developed by the Child Development Associate Consortium in which the portfolio served as a means of verifying competence in child care workers (1977). The design of a Portfolio Approach for use with public school teachers of young children (Grades Kindergarten-Third) was reported in the Phase III Report of the Florida Panhandle Early Childhood Education Consortium Study Work Task Force,(1978); this same project using portfolio development in preservice teacher preparation was described by Terry and Eade (1983), and established as part of The Beginning Teacher Program in Florida (Laws of Florida. CSSB 338 Chapter 81-243). The purposes of this approach are: (1) to assist students to develop professional competence through use of a set of processes which guide their

study of teaching, and (2) to provide a tangible means of documentating competence (knowledge, understandings and skills) of the teacher in training.

The development of portfolio should span the entire preservice coursework and practicum experiences of the teacher in training. It should be initiated during the student's first semester of general study and extended during each succeeding semester through the addition of new experiences, activities, and materials. For preservice purposes, the portfolio is finalized during the student teacher semester. However, it should not be concluded that the portfolio ceases to be of value with the conclusion of preservice training. The student who leaves the preservice program with a compilation of evidence representing his/her accomplishments has a document to share and a set of internalized processes which can be of lasting value. Indeed, one measure of the effectiveness of the approach might be the degree to which graduates continue to employ the processes as a source of continuing renewal once they have entered the profession. The Portfolio Approach is both a product and a process and each of these dimensions is necessary for the full functioning of the concept.

The Portfolio As A Product

The tangible part, the product, is a personalized compilation of information representing an individual's progress toward teaching competency. These data are derived from multiple sources and may be housed in a three ringed binder.

Materials which cannot be organized readily into notebooks may be organized in expanding files or other suitable binders. Since the portfolio

is a very personalized product, no two look exactly the same. There are, however, consistencies in the internal organization of the structural elements of the portfolio which are identified for the student.

The general organizational plan for this collection of evidence is prescribed and requires inclusion of (1) a table of contents, (2) divisions within the portfolio which reflect program goals and (3) a bibliography.

The organizational design of the portfolio is one in which the student has individual latitude in the selection and presentation of the various forms of evidence. In addition, each professor and practicum coordinator who works with the preservice teacher may require that specific kinds of documentation be included in the portfolio.

The types of evidence normally used include (1) plans for work with children accompanied by critiques of the plans, (2) audio and video tapes accompanied by student analyses and faculty critique of the meaning of incidents portrayed, (3) samples of children's work with explanation of the significance of the work, (4) students' personal writings about experiences, knowledge, skills, attitudes, and interests, (5) the writings of others (including but not limited to university and school faculty) concerning aspects of the student's work, (6) photographic records accompanied by explanation of the meaning of the records, (7) anecdotal records, (8) tests and test scores, (9) questionnaires and (10) rating scales. Note that the explanations the student gives are more powerful in examining student knowledge, skills and attitudes than the recorded data alone.

The Portfolio As A Process

Although the process of portfolio building is difficult to separate from the portfolio as a product there are two distinct stages that may be described - The Data Collection Stage and The Data Analysis Stage.

The Data Collection Stage:

The portfolio's skeletal framework is defined by sectioning into parts; one section is devoted to each outcome. Within each section there are four steps used to initiate the study and serve to guide work toward increasing and/or documenting competency. The steps are: (1) write a statement which reveals one's understanding of the meaning of the outcome, (2) analyze one's present knowledge and skill in relation to the outcome definition, (3) present a plan of work which identifies actions to be taken in order to acquire knowledge and skills (including calendar projections), and (4) compile supporting evidence which verifies the nature, extent and meaning of the student's work. These four steps encompass the first phase in a cyclical process of portfolio development - the data collection stage.

The Analysis of Data Stage:

The second stage of the process of portfolio development includes (1) review and analysis of the evidence collected and presented, and (2) projection of a revised plan of work. This stage is accomplished in conference with a designated support team in which the preservice teacher presents the evidence he/she has prepared. The support team is composed of the individual student, university faculty members with whom the student is taking courses, and when appropriate, a practicum supervisor. The composition

of a support team for an individual student changes from term to term. Although the support team may not meet as a total group, individual members of the support team interact regularly with the preservice teacher. The function of the support team is to raise questions concerning significant aspects of the data presented. In so doing, the team members assist the student to interpret the data.

The central question in this analysis stage is, "How do these data cluster in relation to the outcome? Or, what is my progress toward program goals?" The support team has the responsibility to introduce reality into a student's thinking concerning his/her own performances. Questioning, probing, and the presentation of other points of view enable the preservice teacher to perceive his/her knowledge of content and performance through significant teaching acts. Projections for further actions in professional development are related to the data presented, and are agreed upon by the student and the support team members.

The commitment to a revised plan of action necessitates study on the part of the student and may require the assistance of the support team. Most of all, the commitment to any action requires that the individual student set in motion the kinds of agreed upon activities that are mutually perceived as growth producing.

The student who has proceeded through these steps of both stages has concluded a single cycle in the portfolio building process. (Note that the final step in the data analysis stage folds back into the data collection stage and the cycling process is renewed.)

The cycling through all the steps within these two stages, (data collection and data analysis) continues throughout the student's preservice program. The portfolio . . .

1. provides a personalized approach to professional growth,
2. allows a focus on individual growth needs in a positive, non-punitive manner,
3. employs processes which can be independently used by an individual teacher candidate,
4. uses a practical strategy which has provided for a continuous recycling as needed or desired,
5. requires the individual teacher candidate to take a principal role in decision-making and professional development,
6. establishes the practicum setting as the ongoing laboratory for teacher training, and
7. provides the bridging between academic knowledge and clinical knowledge.

The Portfolio Approach embodies doing for oneself, rather than having something done to or for someone. We believe that placing the individual teacher candidate at the center of professional development and surrounding him/her with a support staff results in significant and permanent benefits for the teacher candidate in that coursework and clinical experiences are viewed in a holistic manner and the preservice teacher is meaningfully connected to the total enterprise.

The portfolio includes a set of checkpoints as a means of monitoring the progress of students. The first is at the conclusion of work in the area of general studies. At that juncture, both quantitative and qualitative data are reviewed to determine what contribution this phase of study has made to the outcomes of the teacher preparation program. In additiion, it is at this point that the review is made to determine whether or not the individual candidate has met the requirements for entry into the teacher education program. Student performance in meeting fixed requirements (both internal and external) is reviewed and entry decisions made.

For students continuing in the program, term-by-term, progress is monitored by the support team. The summative judgements (check-point two) about progress made in the specialization and in the professional studies are made at the conclusion of the preservice program. This review is comprehensive in scope and again, includes both quantitative and qualitative data.

The first year follow-up study of student performance is the next checkpoint. In this review, the student's progress toward operationalizing the knowledge, skills and understandings from the teacher education program within the classroom is the focus. Other checkpoints can be made at intervals for the inservice teacher. A systematic review at year five, year ten and year fifteen could provide long-term data which would be extremely useful in program evaluation.

The challenge to teacher education is to:

1. secure sufficient consensus and commitment from the teacher education faculty that each "buys into" an approach which is more demanding of time and energy than other approaches,
2. convince faculty that intellectual involvement in review and analysis of data holds potential for increased learning (both for preservice student and teacher education faculty),
3. protect faculty time for this very demanding sort of interaction, and
4. secure agreements on procedural strategies for monitoring the processes.

Please note that the concerns which have surfaced from our experience focus primarily on faculty while the strengths focused primarily on the student. Unless university faculties can work out these concerns, the strengths for the students may never become reality.

The conditions which we perceive as prerequisite to the successful use of the Portfolio Approach are:

1. Sensitivity of the faculty to the developmental needs of students.
2. Commitment of the faculty to modify traditional ways of working.
3. Willingness of individual faculty members to engage in collaborative decision-making processes.
4. Willingness of faculty to be personally involved with students.

When conceptualizing the framework for the professional education of teachers, the work of teacher educators must also be evaluated. This evaluation should be conceptually aligned with the theoretical justification

for the professional unit. The following is the conceptual model of creative and research activities, teaching and service as they fit within a comprehensive model of evaluation of teacher educators at UWF. Earlier statements on the three types of faculty involvement produced by teacher education committees were used as the basis for the conceptualization which follows.

CONCEPTUAL FRAMEWORK OF CREATIVE AND RESEARCH ACTIVITIES

Introduction

A university faculty member desires and expects to contribute to the development and advancement of his/her area of specialization. Thus, faculty participate in activities such as program development, program improvement, information, dissemination, evaluation and review of existing beliefs, in order to actualize his/her desires and expectations.

The extent to which faculty participate in these activities may be influenced by numerous variables, both faculty controlled and those that are uncontrollable. Some of the variables which the faculty member controls include: his/her knowledge base, his/her knowledge of inquiry techniques and procedures, and his/her own motivation. Uncontrollable variables include: internal and external funding sources, university release time, and university and college priorities.

Thus, when evaluating a faculty member's participation in these activities, consideration must be given to the variables (both controlled and uncontrolled) which influence the extent to which participation is available.

Creative and Research Activities To Meet Scholarly Expectations

University faculty are expected to meet scholarly standards as they pursue their desires and expectations through creative and research activities. The conceptual model for these activities may be seen on pages 90 and 91.

Thinking is the basic property of all activities of university faculty. Thinking is thus facilitative of creative, research, teaching, and/or service activities.

The similarity between the thinking process of the researcher(1) and the thinking process of creative(2) activity is that both have functions of:

(a) Discovery - seeking to derive new knowledge.

(b) Reporting - explaining exisiting data.

(c) Making ideas operational - utilizing new and emerging information in the development of related materials to be used.

(d) Evaluation - summarizing, interpreting, and making judgements or decisions.

(e) Dissemination - enhancing the dispersion of knowledge, information, ideas, and techniques.

Both of the thinking processes (research and creative) have a thought process that is:

(a) objective

(b) systematic

(c) rational

In other words, the thinking process of the researcher and the thinking process of creative activity must be scholarly. Regardless of the faculty member's level of operation his/her creative/research activities may only be scholarly if they evidence the characteristic of scholarship which is simply a way the activities are done. The faculty member must be "orderly and thorough in (his/her) methods of study;" he/she must display accuracy, and a critical ability in his/her work.

Levels of Operation

Faculty members may conduct their creative and/or research activities at three levels. They may operate at a "pure" level in that they may or may not see their work as immediately relevant to education. They may also operate at a "developmental" level in that they investigate problems drawn from the ongoing educational process. Their third level of operation is the "diffusion" level in that they attempt to discover operational probems which occur in the application and use of creative and/or research knowledge.

Public Manifestation

Research and creative activities of faculty members may have no public manifestation, i.e., published articles, reports, speeches, and so on. However, since the sharing of ideas is a facet of university life, then it would seem contradictory if a faculty member shows no public manifestation of his/her thinking in research and/or creative activity.

Assumptions

It is important to recognize that the following assumptions undergird research and creative activities:

1) All thinking is influenced to a great extent by a person's perceptions of the world.
2) All research and creative activities must be an important part of day to day teaching experience.
3) Reality is personal experience and not based on observable fact.

Orientation of Activities

Research and creative activities may be oriented to: (a) discovery of new knowledge, (b) documentation of knowledge, (c) operationalization of knowledge, (d) testing and evaluation of knowledge, (e) dissemination of knowledge.

The delineation of all creative and research indicators is a difficult task due to the infinite nature of intellectual inquiry. The term creative itself suggests that all indicators have not yet been exposed.

The following indicators, (i.e., examples of activities) within each orientation are given only as minimal example of the inexhaustible number of such indicators, i.e., examples.

1) Discovery of knowledge (examples)
   - Develop new model(s) for educational process
   - Projects or programs recognized by authorities as structural revolutions in the educational field
   - Writing proposals and/or securing grants and contracts for such models or projects.

2) Documentation of Knowledge (examples)
   - Reviewing and refereeing professional papers and/or editing journals
   - Chapters or books on specialized subjects
   - Reporting the results of a new methodology or the application of existing methods to new situations
   - Consulting with others who are conducting research and/or creative activities
   - Conducting action-research

3) Operationalization of Knowledge (examples)

- Translating and structuring conceptual information into operational terms
- Writing curriculum materials which are accepted by the department and become a part of new or existing courses or degree programs
- Developing curriculum materials as a result of grant funding
- Documents or portfolios showing creative and/or research products such as instructional materials presented at workshops or conferences
- Serving as consultant to schools and/or other professional organizations as may be appropriate to the faculty member's area of specialization
- Participation in technical or professional updating activities
- Substantive participation in organizing professional meetings
- Copies of program letters of evaluation, etc. documenting pursuit of creative and research discussions with peers.

4) Testing and Evaluation of Knowledge (examples)

- Testing instructional approaches
- Field testing new concepts
- Developing research and/or creative instruments, and test materials
- Manuscripts showing designs and implementation for field testing of new concepts
- Research evaluation of developmental papers in regional, national, and/or international journals

5) Dissemination of Knowledge (examples)

- Publishing article(s) to make field aware of new information
- Publishing book(s)
- Writing chapter(s) in books
- Papers or articles of an expository or pedagogical type to report developmental activities of the individual or the department
- Writing "end of project" reports which may be required at the conclusion of funded project activities
- Papers accepted for presentations at professional meetings
- Invitations to report creative and research activities in lecture, panel, or other forms of delivery
- Participating in professional organizations
- Making speeches or providing other public fora
- Writing newspaper accounts or reports.

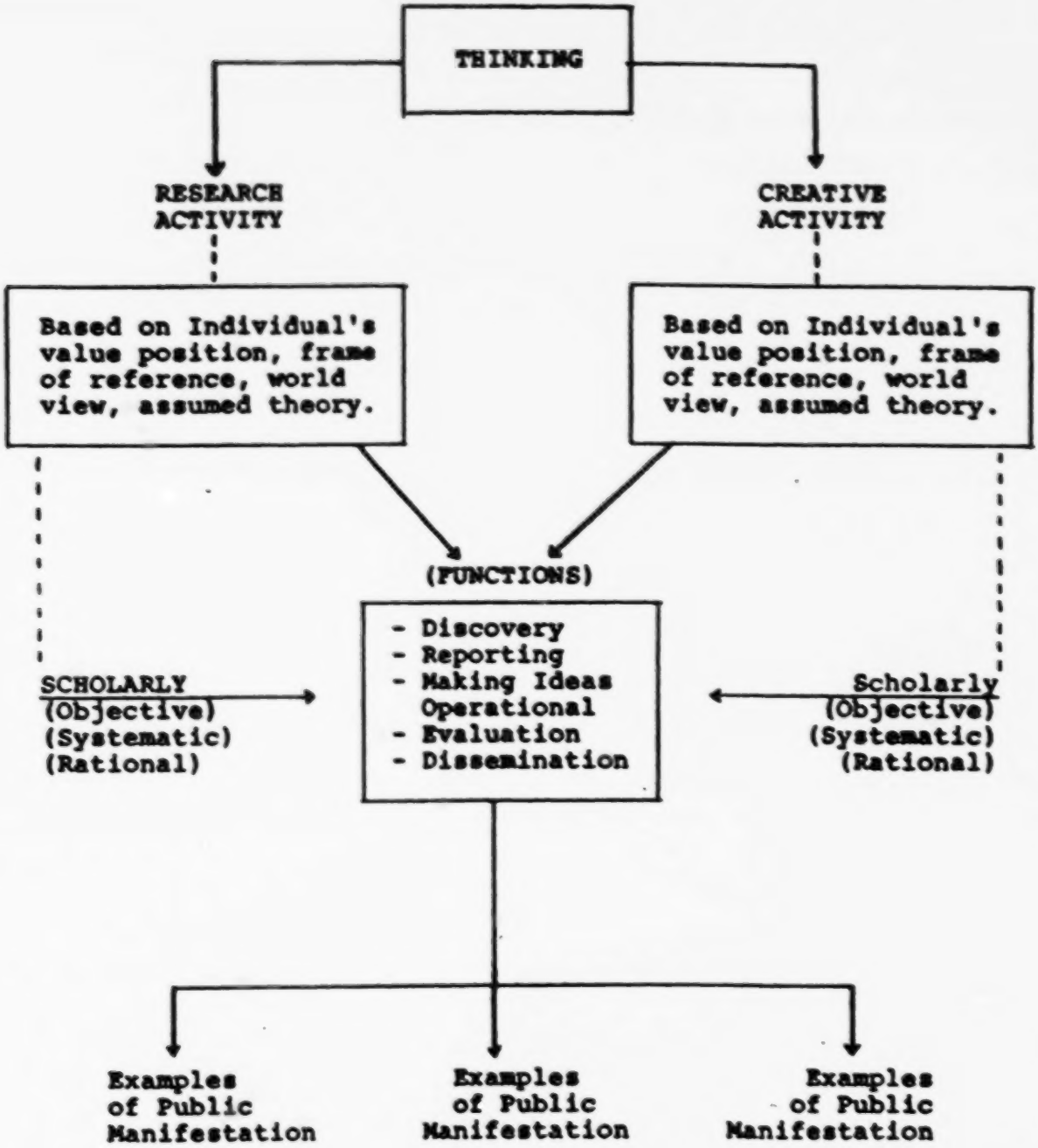
NOTES

(1)The thinking process of the researcher is often labelled scientific inquiry. This process attempts to direct the researcher's pursuits by an elaborate external plan called a research design. In other words, scientific pursuits are an attempt to direct a person's thinking about a problem.

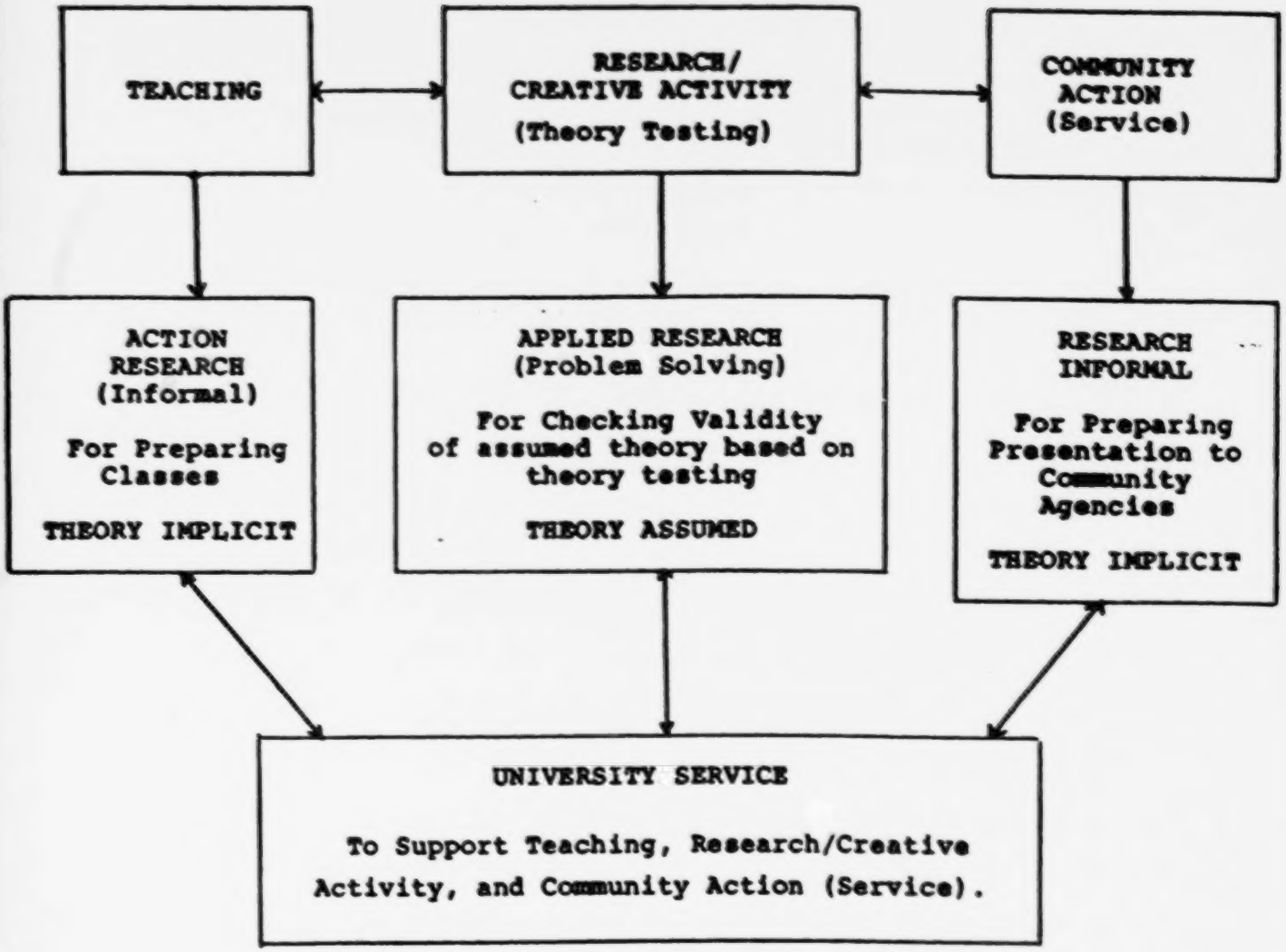
(2)The thinking process in creative activity is labelled "directed thinking" by some, and "lateral thinking" by others. The direction here is by a series of internalized "roles" which direct consideration of situations. In this kind of thinking inquiry becomes less formal, more internalized and usually directed at one major problem with a series of interlocking problems. Creative activity adds a frame of reference to the individual's feelings, preferences, dislikes and opinions which color perceptions of the ongoing situation, i.e., bias.

CONCEPTUAL MODEL (Specific)

CONCEPTUAL MODEL (Specific)



CONCEPTUAL MODEL (Generic)



NOTE: Research and creative (scholarly) activities must gain acceptance of peer group in order to establish validity . . . hence the requirement to publish, i.e., share work publicly.

CONCEPTUAL FRAMEWORK OF TEACHING

Thinking is the basic property of all activities of university faculty. Thinkng is thus facilitative of creative, research, teaching, and/or service activities (see Conceptual Framework for Research and Creative Activities). The coneptual model for these activities may be seen on page 99.

If education is a matter of getting persons (children, etc.) to think, then teaching is the facilitative process that affects and enhances the rate of an individual's thinking. The purpose of teaching is to help individuals to eradicate unsound judgement and ignorance of facts, since both are great evils for the individual who makes unsound judgements and is ignorant of facts, and for his or her society which requires an informed citizenry. Teaching is a vehicle to curing the foregoing evils by imparting knowledge and skills to students. To teach therefore presupposes that knowledge is good and ignorance is bad.

The responsible exercise of teaching must meet two criteria: (1) a love of ideas, and (2) a love of people. If education is a matter of getting persons to think, then it is difficult to see how teachers can do this effectively, if they themselves do not care for ideas. In fact, if a teacher does not like ideas, the likely consequence will be to discourage students from thinking, for such thinking would probably make the teacher uncomfortable.

Just as liking ideas is very important for good teaching, liking people is also a prerequisite. It implies a respect for persons and it manifests itself in the behavior of the teacher in the classroom. Teachers who listen to their

CONCEPTUAL MODEL (Generic)

students and take what they say seriously are usually teachers who like persons.

Educational research has shown that students perform better when taught by teachers who have high expectations of them. If the teacher likes students, an atmosphere in which students are less hesitant to experiment intellectually and express their views is created. On the other hand, if students feel that their efforts will only meet with criticism and rejection, they will tend to be silent or express only the views that they know the teacher wants to hear.

Areas of Teaching

Faculty members may conduct their teaching in different areas. If one recognizes the inherent philosophical bias in the term academic, i.e., having to do more with general or liberal, than with technical or vocational education, then teaching may be conducted in (a) academic areas; (b) vocational and technical areas; (c) in-service areas; (d) workshops; (e) university service activities, etc.

Teaching As Moral Enterprise/Professional

Teaching, when seen as a means of fulfilling the basic goals of education, that is drawing out the individual (educere), cannot simply be measured in material terms. Since leading the individual out of ignorance does not simply mean raising scores on standardized tests, teaching is thus not simply increasing educational efficiency, nor is the goal of teaching primarily economic. Teaching implies seeking means whereby ideas are shared, classrooms become symposia and political and cultural traditions are preserved.

The route to professional competence in teaching does not lie in converting members of the human species into unreflective, dependent beings, but in engendering critical reason, heightening moral consciousness and creating conditions for personal independence.

The responsible exercise of the teaching enterprise thus requires:

(1) A theoretical framework that justifies one's actions (rationality in professional beliefs)

(2) A life governed by a service ideal that places "the client" above precuniary self-motives (integrity in relationships with peers, students, public, etc.)

(3) A fiduciary service relationship that is not bound by contract simply but by oath (ethical/moral being)

(4) Profound knowledge of the subject matter which the individual is responsible for teaching

(5) Continual growth as lifelong learner in personal development, and active professional in professional activities (peer evaluation and professional community evaluation)

(6) Being an informed decision-maker in pedagogical matters.

Evaluative Professional Indicators

The following are indicators (i.e., examples of activities) within each of the above orientations:

1. A Theoretical Framework that Justifies one's Actions.

   - Models appropriate standards of teaching behavior

- Provides explicit evidence of evaluation procedure with an accompanying defensible rationale for these procedures for a given course
- Integrates current scholarly activities into the broad scope of instructional content
- Can justify his/her curricular activities through philosophical and psychological beliefs
- His/her pedagogical behavior is guided by a theory-praxis connection.

2. A Life Governed by a Service Ideal that Places "the client" above Pecuniary Self-Motives.
   - Guides and inspires students
   - Demonstrates respect for students in classroom interaction
   - Encourages students to realize their maximum educational potential
   - Supports students in professional organizations
   - Interacts with the academic community in such a way as to enhance the potential for extending a full range of economic, physical and human resources to students
   - Assists students in making rational and relevant academic decisions in the advising capacity
   - Offers students opportunities to engage in a broad range of activities, i.e., field trips, resource instructors, research projects

- Demonstrates preparedness for each class through efficacious adherence to distributed syllabi and through efficient and effective use of class time.

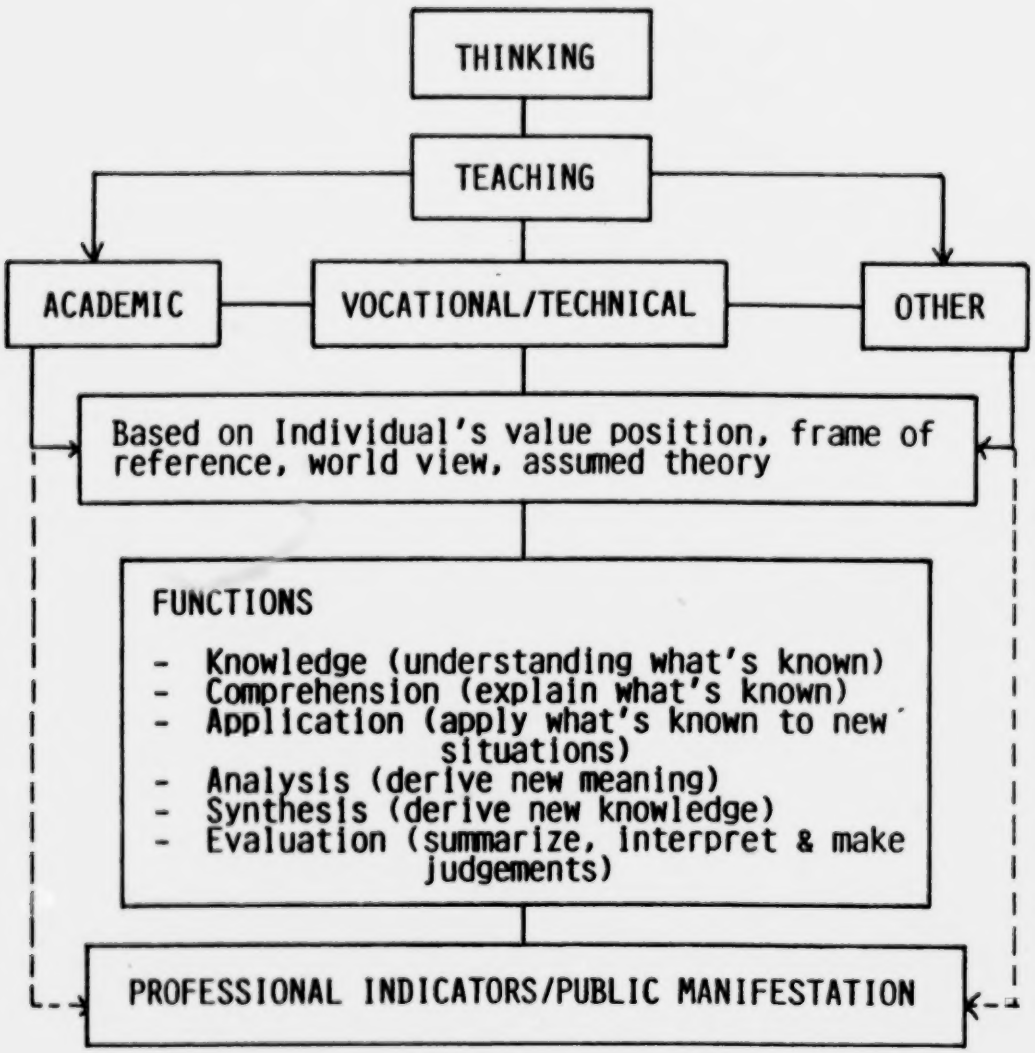
3. A Fiduciary Service Relationship that is not Bound by Contract Simply but by Oath.
   - Maintains academic integrity and upholds academic standards
   - Interacts with students outside the assigned classroom time on matters relating to course content/process
   - Maintains personal integrity
   - Observes academic policies as promulgated by the institution and instructional practices as recognized by the profession.
4. Profound Knowledge of the Subject which the Individual is Responsible for Teaching.
   - Contributes to course and curriculum development; utilizes a range of instructional resources
   - Contributes to the specialized body of knowledge and skills though making presentations to appropriate bodies
   - Is a member of graduate committees and directs theses and special investigations
   - Makes available to students opportunities to learn of primary sources of information associated with the specialized body of knowledge/skills.
5. Continual Growth as Lifelong Learner in Personal Development and Active Professional in Professional Activities.

- Forms and maintains support systems for enhancing professional growth
- Invites peers to participate with him/her in devising and implementing means of improving/refining instruction
- Provides (when requested and when in a position to do so) specific evidence attesting to a colleague's competence
- Attends conferences, conventions and meetings relevant to the chosen discipline
- Provides for formative and summative evaluation of courses and of self, and uses such results to modify the course and instructional methods
- Participates in research and creative endeavors in a scholarly manner
- Interacts with members of the academic community and with the public at large in order to improve instruction
- Experiments with teaching methods and techniques.

6. Being an Informed Decision-Maker in Pedagogical Matters
   - Plans courses and curricula, and reflects understanding of program goals and the sequential nature of educational experiences
   - Reviews and revises course plans and resources including texts, syllabi, evaluation instruments and media
   - Assesses student performance through the use of valid and reliable tests, presentations and projects

- Reviews student written materials for style, organization and sources of ducumentation.

CONCEPTUAL MODEL


THINKING
TEACHING
ACADEMIC
VOCATIONAL/TECHNICAL
OTHER
Based on Individual's value position, frame of reference, world view, assumed theory
FUNCTIONS
- Knowledge (understanding what's known)
- Comprehension (explain what's known)
- Application (apply what's known to new situations)
- Analysis (derive new meaning)
- Synthesis (derive new knowledge)
- Evaluation (summarize, interpret & make judgements)
PROFESSIONAL INDICATORS/PUBLIC MANIFESTATION

CONCEPTUAL MODEL ON SERVICE

Thinking is the basic property of all activities of university faculty. (The conceptual model for service may be seen on page 107.) Thinking is thus facilitative of creative, research, teaching and/or service activities (see Conceptual Framework for Research and Creative Activities).

If the propensity and skill to engage in reflective scepticism of any activity is the definitional basis of critical thinking, then faculty service offers the vehicle for discussing, sharing and disseminating critical thinking efforts. Since public manifestation of faculty efforts is a form of community action, faculty efforts at discussing, sharing and disseminating their critical thinking efforts may involve university service (i.e., the university community); the public and/or private school community; the business and/or private industry community; and the government community.

Service activities are a serious endeavor to report and disseminate new and existing knowledge to the community. In this College, faculty members recognize their own unique relationship to Florida education and their leadership role among school personnel. University professors have gained this position first, in part, because of their research and development activities and second, because of their teaching experiences, beliefs and interest in improving education. This involvement allows our faculty to view educational programs, interestingly, both as they are and as they might be. We can describe how the schools have been and how they are evolving.

It is from this perspective that the faculty can assist all educational systems to plan and to meet their goals for the future. We are able to

HOLD THIS PAGE FOR CONCEPTUAL MODEL

shorten the time from when research findings are first announced to when they can be applied. We can temper new knowledge by blending in our understanding of what has been effective in the past. Therefore, it is the obligation of professors in the College of Education to be active in disseminating knowledge to advance the profession. This process requires each faculty member to discuss ideas, to share one's expertise, to be present in the schools and to be involved in the community. This commitment is extended to leadership and participation in the activities of national and state organizations within each academic specialty.

Similarly, our knowledge, interests and beliefs prepare us for shared decision-making in committees of this Univeristy. The widest prossible viewpoints of faculty members can only improve the choice of policies available. The stewardship of this institution is perfected as each professor lets his or her ideas contend. This process allows all Education faculty members to take responsibility for the development of The University of West Florida.

Indicators of Service

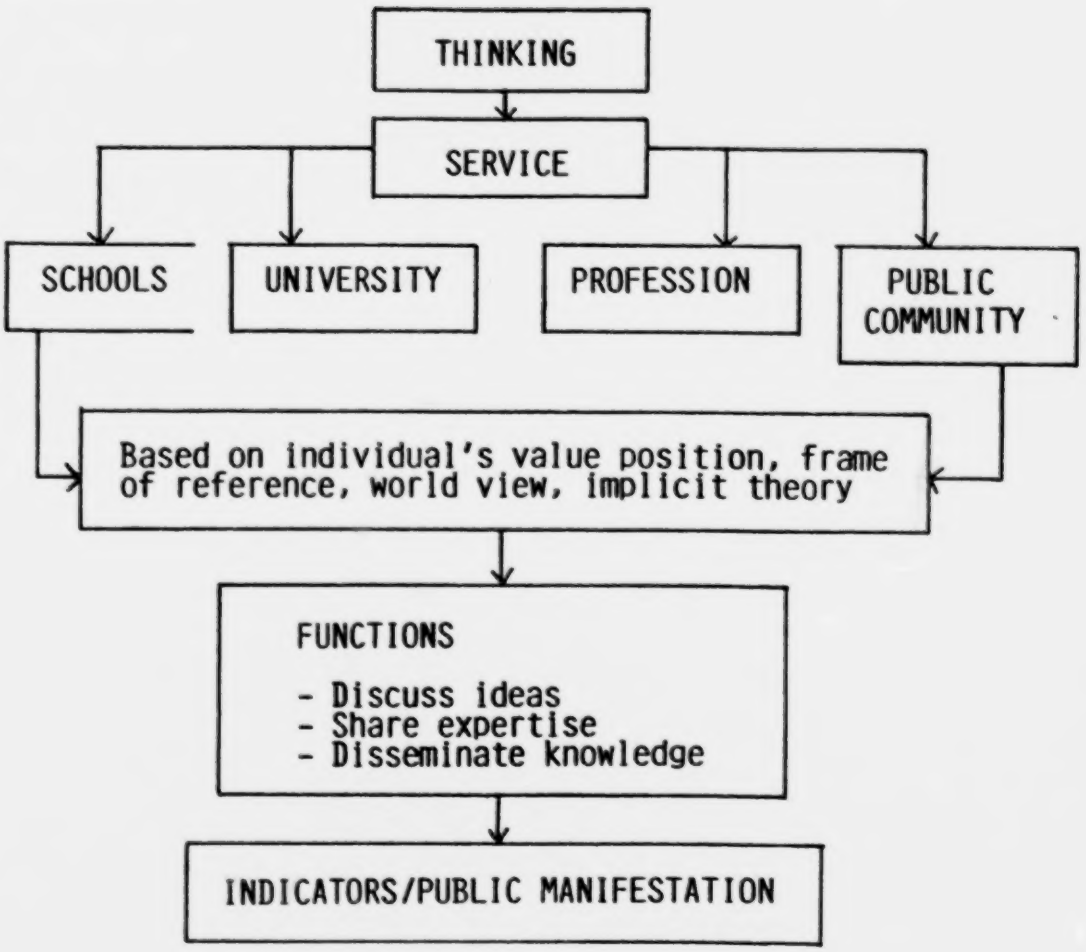
The following are indicators of service within each orientation:

1. Discussing Ideas (examples).
   - Serving on university committees
   - Serving on college committees
   - Serving on departmental committees
   - Serving on local, state, regional and national non-profit/for profit boards, committees, etc.

- Serving on international boards and/or committees
- Serving on local school district committees

2. Sharing One's Expertise.
   - Providing leadership for university, college and departmental committees
   - Providing leadership for local, state, regional and national committees and or boards
   - Providing leadership for international boards and/or committees
   - Providing leadership for local school district activities.
3. Dissiminating Knowledge
   - Through public lectures and/or other public fora (speaking engagements, etc.
   - Through "grant" activities
   - Through invitations to report creative and research, and teaching activities to local, state, regional and/or national agencies
   - Through participation in the affairs of professional organizations.

CONCEPTUAL MODEL



COMPREHENSIVE FACULTY EVALUATION MODEL

Faculty evaluation is usually trapped conceptually between questions of fairness and questions of evaluation. Means and ends are distorted.

A useful scenario to dramatize the point is one in which a young female high school student is denied participation on the male basketball team because of her gender. Her parents protest to school officials on the grounds that selection to the team should be based on MERIT, not gender. After some legal wrangling, the basketball coach resolves the issue by outlining the specific performance levels necessary for team participants, i.e., being able to run a mile under six minutes, being able to shoot and make 15 out of 20 free throws, being able to make 10 of 15 jump shots from the free throw line, and being able to prevent an offensive player from scoring 2 out of 3 times.

The female student is permitted to try out for the team and she makes it on MERIT. Merit thus becomes a predetermined level of accomplishment by an individual.

If one switches the scenario to faculty evaluation, one notices that it is very useful. In faculty evaluation, the assumption is made that faculty should be rewarded, a euphemism for evaluated on the basis of merit. Salary rewards are tied to quantitative information about performance means.

The state or university administration, like the basketball coach, sets out the predetermined levels of accomplishments necessary to make the merit teams. However, the means of accomplishment which are TEACHING, RESEARCH, and SERVICE, are outlined, and then numerical ratings are made by quantifying the kinds of accomplishments by an individual in each area.

HOLD THIS PAGE FOR CONCEPTUAL MODEL

The scenario is useful in revealing that treating equals equally and unequals unequally might be a major factor in dealing with questions of FAIRNESS. However, EVALUATION suggests looking at the differences between aims or goals and present accomplishments in light of those aims or goals. Uniform practices may be a critical factor in questions of fairness, but may be inappropriate in the evaluative process.

Evaluation Models

The basic evaluation model for faculty is one in which quantitative information about the means of teaching, research, and service are tied to salary increases. For example, teaching is evaluated in light of what students say about faculty on some standardized form, and in terms of whether the faculty member followed institutional practices. What students say on the standardized form, which is usually geared to ascertain how they see the course the faculty member is teaching, is then quantified on a Likert Scale. Scores for each category on the form are added, and the faculty member's teaching is thus evaluated on the basis of those scores. The faculty member's research efforts are quantified around how many dollars did he/she bring into the institution, i.e., grant funding, and how many books and/or articles were published. The substance of what is published is relinquished in favor of "how many" things were published. The area of service is usually evaluated by determining whether the faculty member is doing things for the "movers and shakers" of the community.

The foregoing model of faculty evaluation precipitates a rush to assemble a list of behavioral indicators for faculty in some instances. For example, see FIGURE 1.

FIGURE 1

Types of Service	Behaviors
1. Departmental committees, councils, etc.	a. Attends
2. College committees, councils, etc.	b. Seeks involvement
3. University committees, councils, etc.	c. Contributes
4. Professional organizations and boards	d. Provides leadership
State	e. Makes presentations
Regional	f. Prepares with care
National	g. Seeks interaction
International	h. Follows through
5. School systems	i. Encourages professional behavior
consulting	j. Behaves professionally.
workshops	
6. Community involvement	
civic	
social	
special interest groups	

SCHOLARLY ACTIVITIES (RESEARCH AND CREATIVE)

Types of Outlets	Behaviors
Books	a. Prepares with care
Articles	b. Seeks information
Papers	c. Tests information
Presentations and Demonstrations	d. Avoids bias
Materials	e. Maintains an open mind
Aids	f. Behaves consistently
Tests	g. Guards against premature closure
Meetings and discussions	h. Provides documentaion
	i. Is organized
	j. Focuses on audience
	k. Exemplifies principles of good teaching in written or oral presentations
	l. Seeks "criticism"
	m. Follows through
	n. Responds professionally to critiques

On the other hand, one may glean a further look at faculty evaluation in which the means become ends, in and of themselves, and are then quantified and rated. FIGURE 2, highlights a plan for faculty evaluation as developed by faculty members at a state institution.

FIGURE 2

THE DEVELOPMENT OF MERIT PAY
CRITERIA AND PROCEDURES

I. General Guidelines

1. Criteria for the distribution of merit salary increases shall be developed with the purpose of promoting excellence.

2. Criteria shall be written and copies provided to each employee.

3. Criteria shall demonstrate a causal link between performance and salary increases. Thus, criteria shall have both predictive and explanatory validity.

4. Every area, including teaching, scholarship, and service shall receive credit toward merit.

5. Every member of the department shall have an equal opportunity to earn merit.

6. Criteria shall conform to state law and to provisions of the UFF/BOR contract.

II. General Procedures

All annual evaluations and merit recommendations will include but not be limited to three pieces of documentation:

1. Annual activities report (copy attached)

2. Student evaluations

3. Offprints or Xerox copies of published work, papers, and speeches

III. Specific Performance-based Criteria

The evaluation of teaching, scholarship, and service shall include but not be limited to consideration of the following activities in each category:

1. Teaching (Distinguished = 3, Above Average = 2, Satisfactory = 1, Unsatisfactory = 0)

   a. Student evaluations
   b. Grade-point average
   c. Teaching load
      (1) Graduate courses
      (2) Undergraduate courses
      (3) Class size
      (4) Directed individual study
   d. Supervisory committees
   e. Keeps office hours
   f. Meets assigned classes
   g. Teaching awards

2. Scholarly Activity (Distinguished = 3, Above Average = 2, Satisfactory = 1, Unsatisfactory = 0)

   a. Publications

      (1) Book
      (2) Monograph or textbook
      (3) Articles in refereed national, regional, or state journals
      (4) Bibliographies
      (5) Articles in non-refereed journals
      (6) Articles in bulletins, newsletters, etc.
      (7) Technical reports
      (8) Articles in trade publications
      (9) Reviews
      (10) Articles in commercial periodicals

   b. Research Projects

      (1) Author of R & D funded grant by national, state, or University agency
      (2) Co-author of grant

   c. Editorial Activities

      (1) Editor of book
      (2) Editor of national, regional, or state journal
      (3) Associate editor
      (4) Manuscript reviewer

d. Paper and Speeches

(1) Competitive paper at national, regional, or state professional meeting
(2) Invited speeches at other institutions
(3) Non-competitive papers

e. Creative Works

(1) Films
(2) Video tapes

3. Service (Distinguished = 3, Above Average = 2, Satisfactory = 1, Unsatisfactory = 0)

a. Professional Committees

(1) Chairperson of national committee
(2) Member of national committee
(3) Chair of regional or state committee
(4) Member of regional or state committee

b. University Committees

(1) Chair of University committee
(2) Member of University committee or chair of College committee
(3) Attendance at departmental meetings

c. Community Service

(1) Teaching in the community
(2) Workshop organizer or participant
(3) Consulting
(4) Service on various governing boards
(5) Invited speaker

IV. Computation of Merit

Based on supplied documentation by the faculty memnber, the chair shall assign overall point totals as follows:

Distinguished.....7-9 points (minimum 1-1/2 salary step increase)
Above Average.....4-6 points (minimum 1 salary step increase)
Satisfactory.....1-3 points (no merit increase)

The faculty will be put in rank order from the highest to lowest totals. They will then be placed into appropriate categories and reported to the dean for merit increases in that order. Our recommendation is that we

start at the top of the list (those most deserving of merit) and allocate funds as far down the list as possible.

V. Special Notes

Some measure of interpretation is required in the implementation of any set of criteria such as these. Fair interpretation in individual cases is the responsibility of the chair.

A department committee will be created to assist in resolving contested evaluations. The committee will be composed of tenured faculty members. They will review all available materials and render a recommendation by a majority vote to the chair. Neither the chair nor grieving faculty is eligible to vote.

VI. Discussed, voted on, passed by Faculty on November 27, 1984.

Or one may find faculty evaluation tied to a model such as the one displayed in FIGURE 3.

FIGURE 3

CURRENT PROCEDURES FOR ASSIGNING WORK LOAD
AND EVALUATING FACULTY PERFORMANCE

1. Departmental Parameters

2. Chair drafts letter of assignment

3. Faculty member and chair confer about draft

4. Final letter of assignment completed and signed by chair, dean, and faculty member

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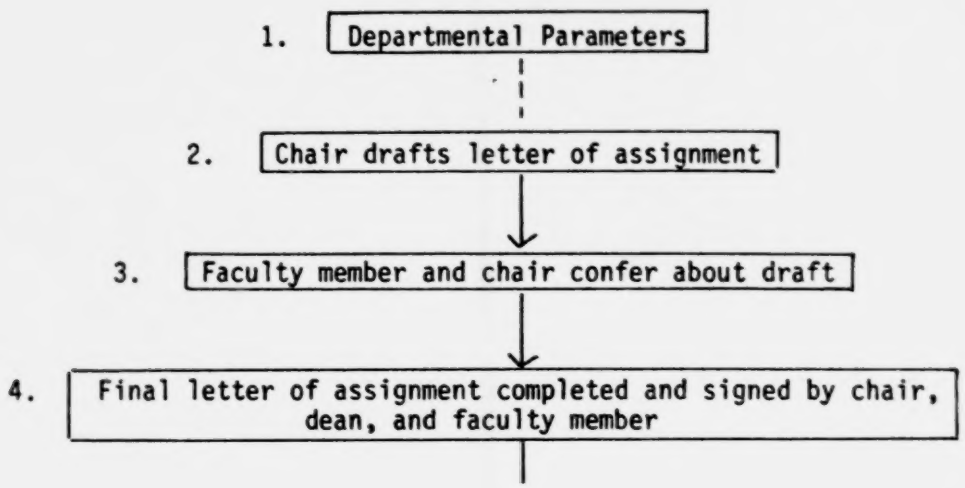
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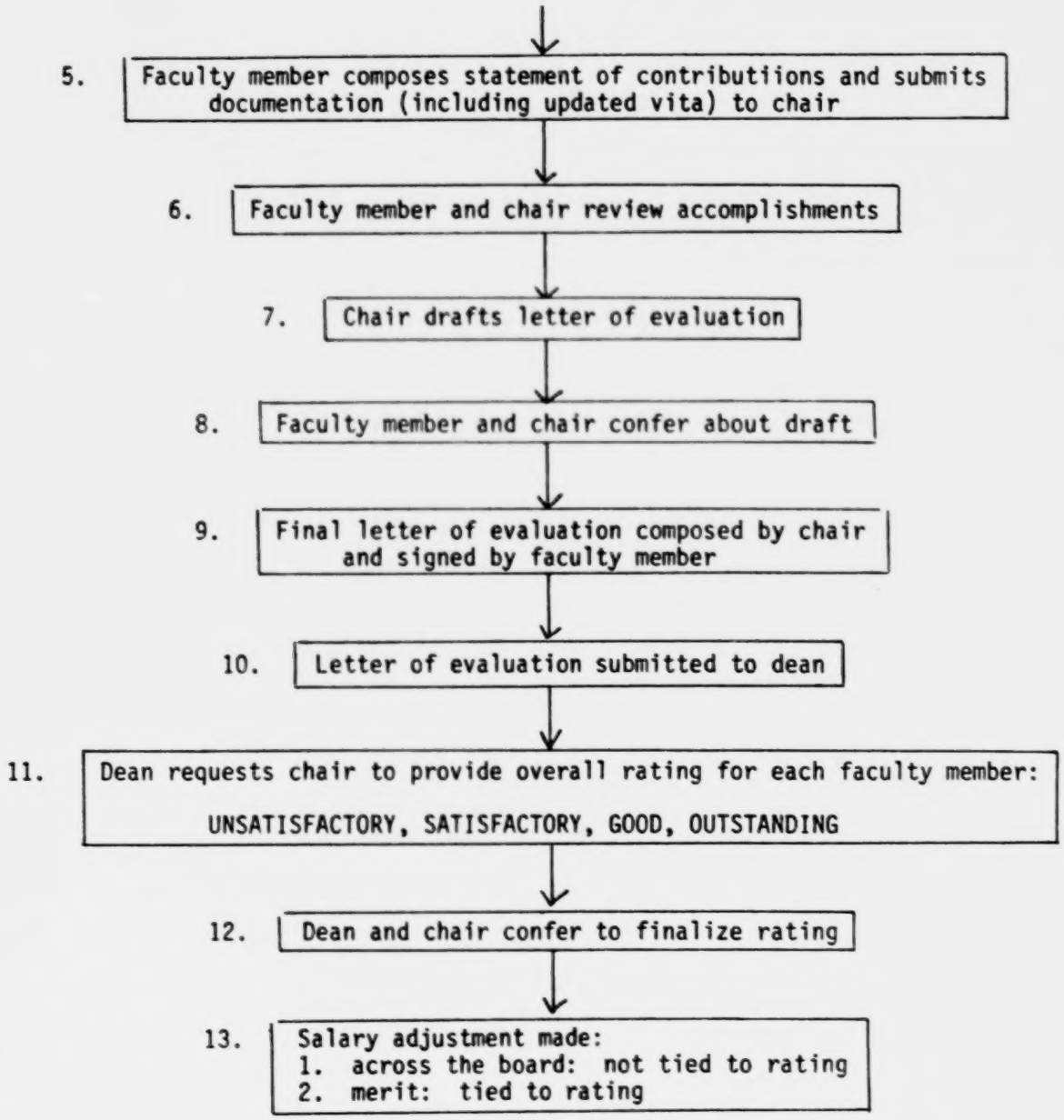
3. Faculty member and chair confer about draft
4. Final letter of assignment completed and signed by chair, dean, and faculty member


5. Faculty member composes statement of contributiions and submits documentation (including updated vita) to chair
6. Faculty member and chair review accomplishments
7. Chair drafts letter of evaluation
8. Faculty member and chair confer about draft
9. Final letter of evaluation composed by chair and signed by faculty member
10. Letter of evaluation submitted to dean
11. Dean requests chair to provide overall rating for each faculty member: UNSATISFACTORY, SATISFACTORY, GOOD, OUTSTANDING
12. Dean and chair confer to finalize rating
13. Salary adjustment made:
1. across the board: not tied to rating
2. merit: tied to rating

WHAT OUGHT TO BE DONE?

According to William D. Hitt (1973): "Evaluation is carried out by comparing actual accomplishments with desired outcomes in order to improve performance" (p. 116). In other words, faculty evaluation should enable professors and administrators to work together to answer such evaluative questions as: (1) which objectives, i.e., aims/purposes are being achieved? (2) which aims/purposes are not being achieved? (3) what factors seem to be contributing to the success in accomplishing certain aims/purposes, and the failure to accomplish other aims/purposes? (4) what should be done to improve future performance?

In this model of faculty evaluation, the process of evaluation can be only as precise as the statements of purpose/aims. By cross-referencing aims/purposes with actual accomplishments, continual evaluation modifications might be made in (a) the statement of aims; (b) the means for achieving the aims/purposes; and (c) budget allocations.

The data base necessary for this model of evaluation will include (a) details of plans, and (b) descriptions of actual accomplishments. These descriptions will include: (a) qualitative data, i.e., perceptions of accomplishments, and (b) quantitative data, i.e., specific outcomes, such as student scores, student performance, etc., as they relate to faculty aims/purposes.

FIGURE 4 captures the schematic outline of the model:

5. Faculty member composes statement of contributiions and submits documentation (including updated vita) to chair

6. Faculty member and chair review accomplishments

7. Chair drafts letter of evaluation

8. Faculty member and chair confer about draft

9. Final letter of evaluation composed by chair and signed by faculty member

10. Letter of evaluation submitted to dean

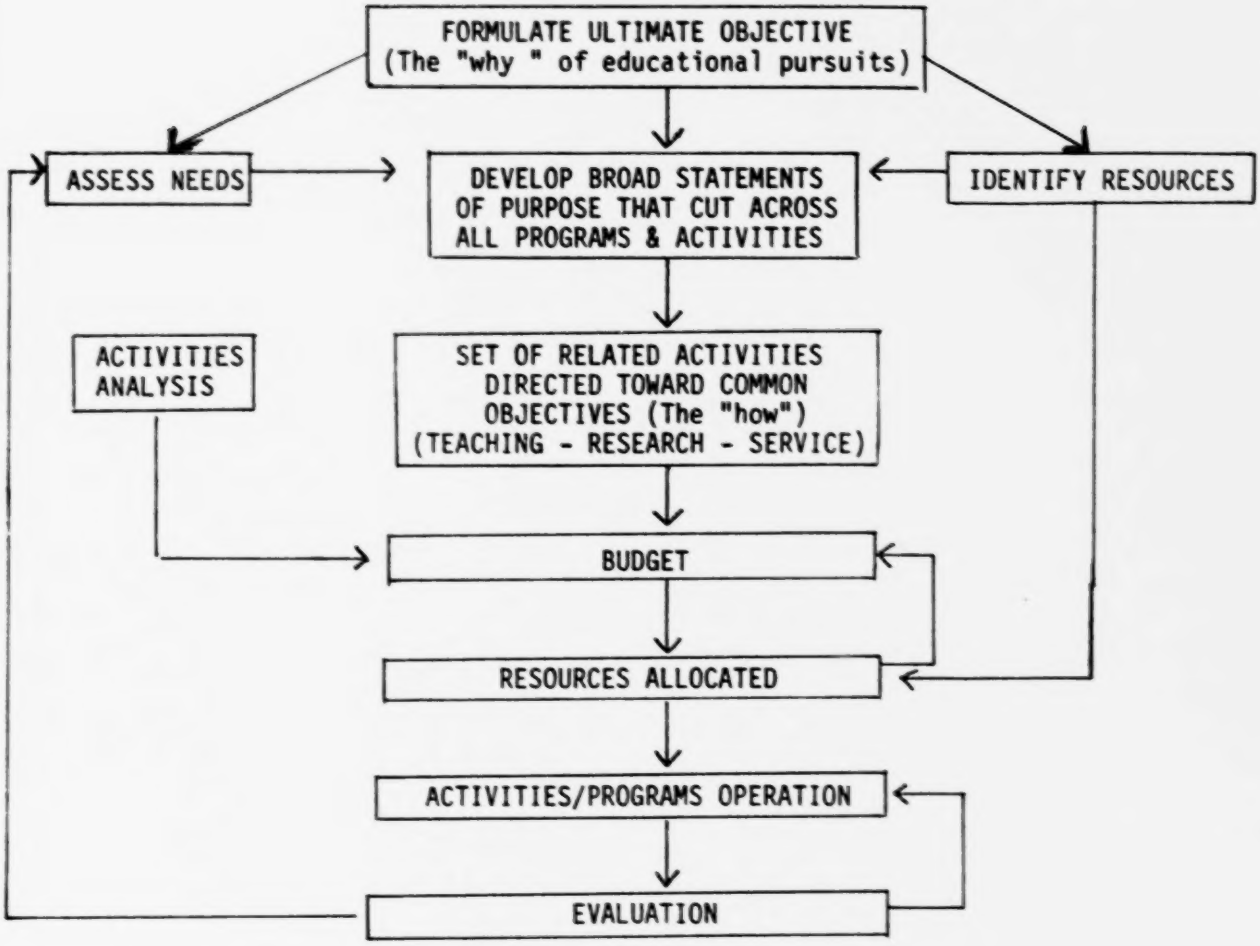
11. Dean requests chair to provide overall rating for each faculty member:

UNSATISFACTORY, SATISFACTORY, GOOD, OUTSTANDING

12. Dean and chair confer to finalize rating

13. Salary adjustment made:
    1. across the board: not tied to rating
    2. merit: tied to rating

FIGURE 4


FORMULATE ULTIMATE OBJECTIVE
(The "why " of educational pursuits)
ASSESS NEEDS
DEVELOP BROAD STATEMENTS OF PURPOSE THAT CUT ACROSS ALL PROGRAMS & ACTIVITIES
IDENTIFY RESOURCES
ACTIVITIES ANALYSIS
SET OF RELATED ACTIVITIES DIRECTED TOWARD COMMON OBJECTIVES (The "how")
(TEACHING - RESEARCH - SERVICE)
BUDGET
RESOURCES ALLOCATED
ACTIVITIES/PROGRAMS OPERATION
EVALUATION

Evaluation is carried out by comparing actual accomplishments with stated objectives or desired outcomes. A data base is necessary for evaluation. Data base will include (1) details of plans (2) descriptions of actual accomplishments. Descriptions of accomplishments will include qualitative data (perceptions of accomplishments) and quantitative data (specific outcomes, i.e., student scores, student performance, as they relate to program objectives).

This faculty evaluation model presupposes that evaluation equals what one wants to accomplish minus what one has done. The evidence, to assess the foregoing, would be more than simply student evaluations.

In this model, TEACHING, RESEARCH, AND SERVICE are simply means to an end, and not ends in and of themselves. They are means to achieve one's purposes or "why's" of one's educational pursuits.

Aims are vital to the evaluative process, and to talk about aims or make decisions regarding educational aims is really to deal with the point of education. As John Dewey puts it in DEMOCRACY AND EDUCATION: "to have an aim is to act with meaning, not like an automatic machine: it is to mean to do something and to perceive the meaning of things in light of that intent."

The first part of this evaluation model thus requires that faculty members lay out their aims of education, for as James B. Macdonald warns, people "who begin at the operational level without declaring their underlying purpose of education are not subject to their own control" (Macdonald, 1977, p. 17). Aims, i.e., the faculty member's "why," are developed around a set of philosophical abstract beliefs, propositions, and assumptions having to do with the nature of human beings, with the nature of society, with what constitutes the good life, with how individuals relate to the ultimate reality, and with the purpose of life (Jarolimek, 1981). In other words, the faculty member's aims, i.e., his/her set of abstract set of beliefs and assumptions, should be grounded in metaphysical, epistemological, and axiological bases.

FIGURE 4

FORMULATE ULTIMATE OBJECTIVE
(The "why " of educational pursuits)

DEVELOP BROAD STATEMENTS
OF PURPOSE THAT CUT ACROSS
ALL PROGRAMS & ACTIVITIES

SET OF RELATED ACTIVITIES
DIRECTED TOWARD COMMON
OBJECTIVES (The "how")
(TEACHING - RESEARCH - SERVICE)

BUDGET

RESOURCES ALLOCATED

ACTIVITIES/PROGRAMS OPERATION

EVALUATION

Evaluation is carried out by comparing actual accomplishments with stated objectives or desired outcomes. A data base is necessary for evaluation. Data base will include (1) details of plans (2) descriptions of actual accomplishments. Descriptions of accomplishments will include qualitative data (perceptions of accomplishments) and quantitative data (specific outcomes, i.e., student scores, student performance, as they relate to program objectives).

The aims of the faculty member should be centered not only in the individual's philosophy of life, but should also offer belief and assumption statements about the psychology of human behavior. That is, he/she should offer working hypotheses about the nature and development of human personality, the conditions for and modes of behavior change, the dynamics of motivation, and the conditions and principles of learning.

From the faculty member's philosophy of life, and psychology of human behavior, an approach to teaching and learning should emerge. Since a teacher's philosophical and psychological world view will have tremendous influence on his/her teaching approaches/practices. The faculty member's aims should thus include empirical belief statements about instruction, curriculum, organization, content, materials and resources and evaluation.

The faculty member's frame of reference should include a statement of purpose or ultimate aim. It is this statement of purpose which is built around the creator's beliefs and assumptions that gives direction to program development and educational activities and objectives.

In order to determine the aims, and objectives toward which all instructional, research and creative, and service efforts will be directed, it is necessary for the faculty member to explicate each element of his/her statement of ultimate aim. In this way, he/she is able to identify the underlying characteristics that he/she believes the student's life, and life in general ought to include. It is these characteristics which convey the behavioral changes expected, and which will permeate the faculty member's entire teaching, research and service efforts.

The final part of the faculty member's frame of reference should contain the means through which he/she will achieve his/her ultimate aim(s) for the particular academic year. There should be projected programs and activities identified for the areas of teaching, research and creative activities, and service.

The faculty member's frame of reference is thus made up of a statement of aims, and a plan of work. This frame of reference should be cross-referenced with the general conceptual outcomes or goals for the college of education. In other words, the faculty member should show how his/her aims and work plan will contribute to the overall mission of the college.

The process of evaluation after this point may be gleaned from the following figure:

FIGURE 5

The College of Education
Conceptual Outcomes, i.e.,
Mission Statements of
Purpose.

Faculty member's frame of
reference.

Faculty member composes statement(s) of
aims and a plan of work (means) for Chair

Chair drafts letter of assignment

Faculty member and chair confer about draft

Final letter of assignment completed and signed
by chair, dean, and faculty member

The final part of the faculty member's frame of reference should contain the means through which he/she will achieve his/her ultimate aim(s) for the particular academic year. There should be projected programs and activities identified for the areas of teaching, research and creative activities, and service.

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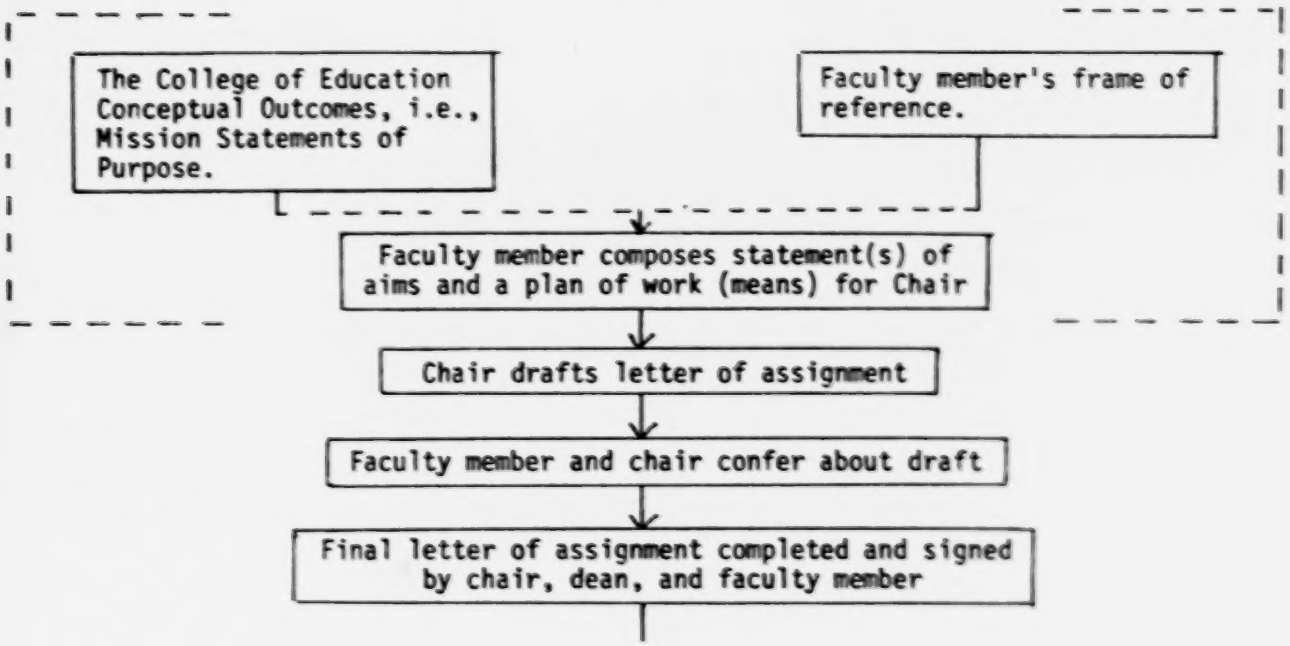
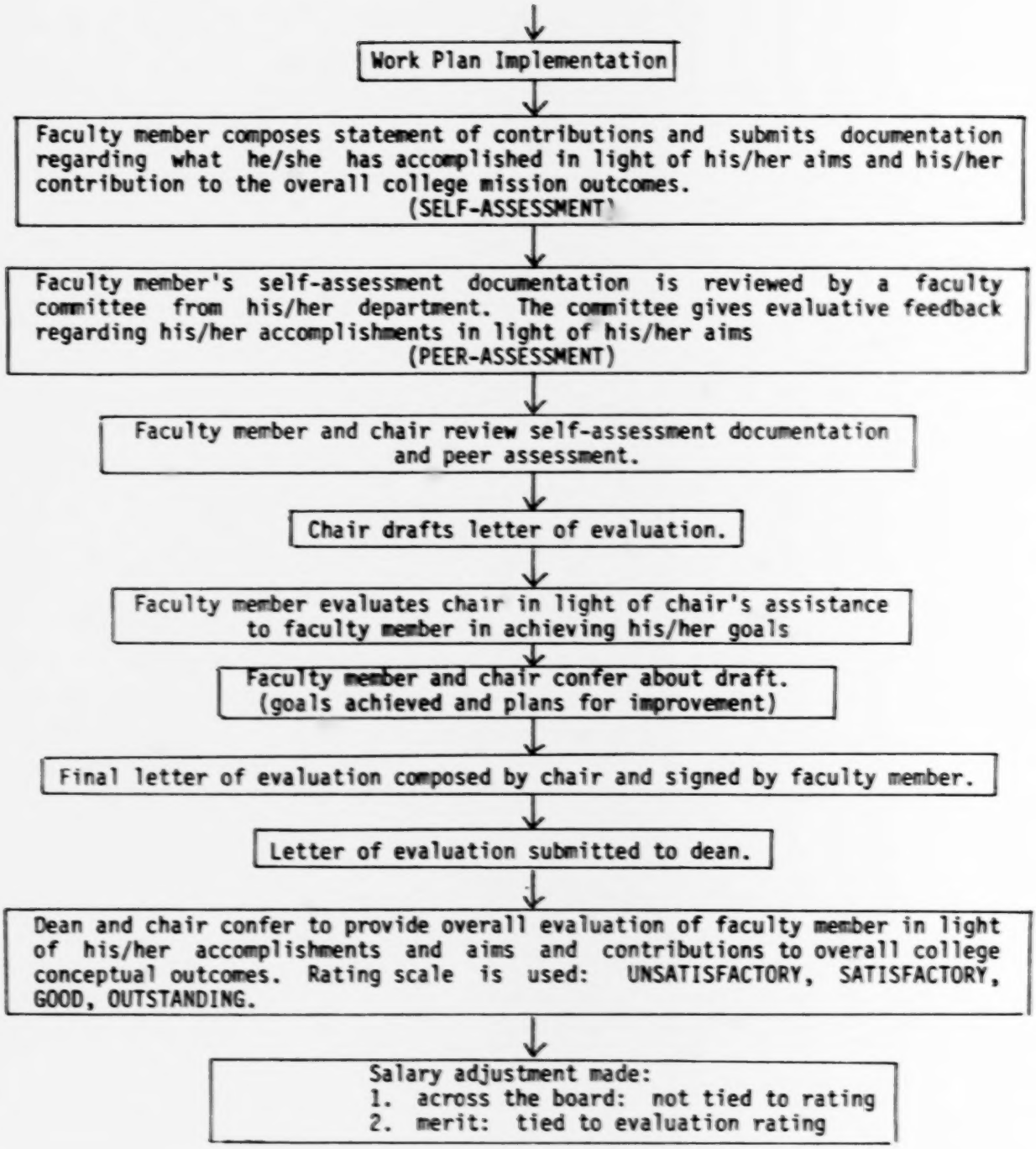
The process of evaluation after this point may be gleaned from the following figure:

FIGURE 5


The College of Education Conceptual Outcomes, i.e., Mission Statements of Purpose.
Faculty member's frame of reference.
Faculty member composes statement(s) of aims and a plan of work (means) for Chair
Chair drafts letter of assignment
Faculty member and chair confer about draft
Final letter of assignment completed and signed by chair, dean, and faculty member


Work Plan Implementation
Faculty member composes statement of contributions and submits documentation regarding what he/she has accomplished in light of his/her aims and his/her contribution to the overall college mission outcomes. (SELF-ASSESSMENT)
Faculty member's self-assessment documentation is reviewed by a faculty committee from his/her department. The committee gives evaluative feedback regarding his/her accomplishments in light of his/her aims (PEER-ASSESSMENT)
Faculty member and chair review self-assessment documentation and peer assessment.
Chair drafts letter of evaluation.
Faculty member evaluates chair in light of chair's assistance to faculty member in achieving his/her goals
Faculty member and chair confer about draft. (goals achieved and plans for improvement)
Final letter of evaluation composed by chair and signed by faculty member.
Letter of evaluation submitted to dean.
Dean and chair confer to provide overall evaluation of faculty member in light of his/her accomplishments and aims and contributions to overall college conceptual outcomes. Rating scale is used: UNSATISFACTORY, SATISFACTORY, GOOD, OUTSTANDING.
Salary adjustment made:
1. across the board: not tied to rating
2. merit: tied to evaluation rating

Work Plan Implementation

Faculty member composes statement of contributions and submits documentation regarding what he/she has accomplished in light of his/her aims and his/her contribution to the overall college mission outcomes.
(SELF-ASSESSMENT)

Faculty member's self-assessment documentation is reviewed by a faculty committee from his/her department. The committee gives evaluative feedback regarding his/her accomplishments in light of his/her aims
(PEER-ASSESSMENT)

Faculty member and chair review self-assessment documentation and peer assessment.

Chair drafts letter of evaluation.

Faculty member evaluates chair in light of chair's assistance to faculty member in achieving his/her goals

Faculty member and chair confer about draft.
(goals achieved and plans for improvement)

Final letter of evaluation composed by chair and signed by faculty member.

Letter of evaluation submitted to dean.

Dean and chair confer to provide overall evaluation of faculty member in light of his/her accomplishments and aims and contributions to overall college conceptual outcomes. Rating scale is used: UNSATISFACTORY, SATISFACTORY, GOOD, OUTSTANDING.

Salary adjustment made:
1. across the board: not tied to rating
2. merit: tied to evaluation rating

RELATIONSHIP OF THE TEACHER EDUCATION PROGRAM TO STATE MANDATES

The portion of the teacher education program which focuses on what teachers do on a day to day basis to help students learn is guided by research knowledge and by the wisdom of the profession. Coursework includes consideration of what research tells the teacher about the effective practice of teaching. This study is a major component of several courses and includes specific attention to the Research Base which is defined within Florida's Beginning Teacher Program.

In addition, the Essential Competencies as set forth by the state of Florida serve as touchstones for the review of the program, program components, and the review of portfolio. Certain of these competencies relate to the entire preservice curriculum and formative evaluation of student progress toward the achievement of these competencies occurs throughout the development of the portfolio. Others relate more directly to the specialty and the professional studies component (including clinical experience). Formative evaluation of student progress is accomplished in a course-by-course and term-by-term basis. The Florida Essential Competencies are consistent with the overall purposes of the program and summative evaluation occurs at four junctures: (1) summative review of portfolio and profile documentation at the completion of the teacher education program, (2) The Florida Teacher Certification Examination, and (3) The Florida Beginning Teacher Program, and (4) follow-up studies of our graduates.

The Essential Competency statements follow:

ESSENTIAL COMPETENCIES

1. Demonstrate the abilitiy to orally communicate information on a given topic in a coherent and logical manner.

2. Demonstrate the ability to write in a logical easily understood style with appropriate grammar and sentence structure.

3. Demonstrate the ability to comprehend and interpret a message after listening.

4. Demonstrate the ability to read, comprehend, and interpret, orally and in writing, professional material.

5. Demonstrate the ability to comprehend and work with fundamental mathematical concepts.

6. The ability to comprehend patterns of physical, social and academic development in students, including exceptional students in the regular classroom, and to counsel the same students concerning their needs in these areas.

7. Diagnose the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation and student records.

8. Identify long-range goals for a given subject area.

9. Construct and sequence related short-range objectives for a given subject area.

10. Select, adapt and/or develop instructional materials for a given set of instructional objectives and student learning needs.

11. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.

12. Establish rapport with students in the classroom by using verbal and/or visual motivational devices.

13. Present directions for carrying out an instructional activity.

14. Construct or assemble a classroom test to measure student performance according to criteria based on objectives.

15. Establish a set of classroom routines and procedures for utilization and care of materials.

16. Formulate a standard for student behavior in the classroom.

17. Identify causes of classroom misbehavior and employ a technique(s) for correcting it.

18. Identify and/or develop a system for keeping records of class and individual student progress.

19. (See #6)

20. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people including those from other ethnic, cultural, linguistic and economic groups.

21. Demonstrate instuctional and social skills which assist students in developing a positive self-concept.

22. Demonstrate instructional and social skills which assist students in interacting constructively with their peers.

23. Demonstrate teaching skills which assist students in developing their own values, attitudes and beliefs.

24. Recognize and be aware of the instructional needs of exceptional students.

25. Demonstrate the ability to stimulate and direct student thinking and to check student comprehension by questioning techniques.

26. Demonstrate the ability to provide practice to promote learning and rentention.

27. Demonstrate the ability to relate to student verbal communication in ways that encourage student participation and maintain academic focus.

28. Demonstrate the ability to use feedback procedures that give information to the student about the appropriateness of his or her response.

29. Demonstrate the ability to conduct review of subject matter.

30. Demonstrate the ability to use class time efficiently.

31. Demonstrate the ability to present forms of knowledge such as concepts, laws and rules.

32. Demonstrate the ability to control the quality of vocal expression.

33. Demonstrate the ability to use non-verbal communication to enhance student performance.

34. Demonstrate the ability to give examinations in a manner to minimize anxiety, prevent cheating, and to provide appropriate feedback on test performance.

35. Demonstrate the ability to recognize signs of severe emotional distress in students and the ability to utilize techniques of crisis intervention.

36. Demonstrate the ability to recognize signs of alcohol and drug abuse in students and the ability to utilize procedures for intervention and prevention of future abuse through counseling techniques.

37. Demonstrate the ability to recognize physical and behavioral indicators of child abuse and neglect, knowledge of rights and responsibilities for reporting child abuse incidents and care for a child's needs after a report is made; knowledge of recognition, intervention and prevention strategies pertaining to child abuse and neglect that can be related to children in a classroom setting in non-threatening, positive manner.

NOTE: At the time of the development of the conceptual framework report, the 37 competencies sited were being used to judge teacher effectiveness in Florida. Since that time, they have been reduced to 27 generic competencies (See attached).

1. Competency 1: Applies knowledge of physical, social, and academic developmental patterns and of individual differences, to meet the instructional needs of all students in the classroom and to advise students about those needs.

SKILLS:

2. Recognizes patterns of physical, social, and academic development of students in the classroom including those with exceptionalities.
3. Obtains knowledge of students through tests, observations, and student records and interprets the information to students, parents and other appropriate personnel.
4. Demonstrates a knowledge of motivational factors or conditions which encourage students to be achievement oriented and goal directed.
5. Demonstrates knowledge of school and community resources for students who have special needs.
6. Matches learner needs with instructional elements.

7. Competency 2: Enhances students' feelings of dignity and self-worth and the worth of other people including those from other ethnic, cultural, linguistic and economic groups.

SKILLS:

8. Demonstrates instructional and inter-personal skills which assist students in developing a positive self-concept.
9. Demonstrates instructional and inter-personal skills which assist students in interacting constructively with their peers.
10. Demonstrates teaching skills which assist students in developing their own values, attitudes and beliefs.
11. Demonstrates knowledge of similarities and differences among various ethnic, cultural, linguistic and economic groups.
12. Demonstrates teaching behaviors which assist students in developing appreciation and respect for persons from various ethnic, cultural, linguistic and economic groups.
13. Assists students in development of short-term and long-range personal and academic goals.

14. Competency 3: Arranges and manages the physical environment to facilitate instruction and ensure student safety.

SKILLS:

15. Identifies physical elements and arrangements in the classroom that directly affect learning and/or safety.
16. Arranges classroom furniture, equipment, and instructional aids to facilitate teaching, learning and safety.
17. Organizes an effective system for placement and distribution of materials in the classroom.
18. Identifies appropriate procedures for movement of students in emergencies that can be anticipated.

19. Competency 4: Recognizes overt signs of severe emotional distress in students and demonstrates awareness of appropriate intervention and referral procedures.

SKILLS:

20. Knows and can distinguish between typical behavior and severe emotional distress in students.
21. Recognizes overt indicators of severe emotional stress, including behaviors typical of those who attempt or commit suicide.
22. Recognizes intervention techniques that are appropriate for students whose overt behavior indicates severe emotional distress.
23. Knows and utilizes resources and procedures for referral of students.

24. Competency 5: Recognizes signs of alcohol and drug abuse in students and demonstrates awareness of appropriate intervention and referral procedures.

SKILLS:

25. Recognizes overt behaviors that may indicate a tendency toward the use of drugs and/or alcohol by students.
26. Recognizes physical and behavioral characteristics of students who are under the influence of drugs and/or alcohol.
27. Uses immediate referrals when any student is suspected of using drugs and/or alcohol in order to protect other students and secure appropriate assistance for the offender

28. Presents accurate information to students concerning alcohol/drug abuse.

29. Competency 6: Recognizes the overt physical and behavioral indicators of child abuse and neglect, knows the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made.

SKILLS:

30. Recognizes physical, mental, emotional and social behavioral indicators of child abuse and neglect.
31. Knows the rights and responsibilities of all parties involved and the procedure for reporting abuse/neglect incidents.
32. Knows how to interact appropriately based on the child's needs after a child abuse/neglect report has been made.

33. Competency 7: Formulates a standard for student behavior in the classroom.

SKILLS:

34. Identifies approved safety procedures, student characteristics and socially accepted norms (such as mutual respect, consideration of others, courtesy) and incorporates them into a standard for student behavior in the classroom.
35. States expectations about student conduct, giving rules or developing them with students, and illustrating rules for clarification.
36. Identifies and incorporates local and state policies into a standard for student behavior in the classroom.
37. Implements rules and maintains a standard of conduct.
38. Monitors compliance and non-compliance with classroom rules and provides consequences to increase appropriate and decrease inappropriate behaviors.

39. Competency 8: Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum.

SKILLS:

40. Recognizes factors, in and out of school, which contribute to student misconduct.
41. Correctly identifies the students who misbehave and gives clear statements concerning the violation and the expectation without overdwelling, expressing roughness, and creating undue emotional tension.
42. Attends to two tasks at the same time without affecting on-going instruction.
43. Uses appropriate verbal and/or non-verbal techniques for reinforcing and modifying student behavior.
44. Identifies and uses parental assistance and/or school and community resources to modify student behavior.

45. Competency 9: Determines the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observations, and student records.

SKILLS:

46. Selects an appropriate method for assessing prerequisite knowledge, understandings and/or skills.
47. Selects or constructs an appropriate evaluation instrument to assist in assessment of student learning needs.
48. Makes effective use of classroom observation techniques to assist in assessment of student learning needs.
49. Makes appropriate use of information from student records to assist in assessment of student learning needs.
50. Interprets results obtained from diagnostic tests, teacher observations, and information from student records to assist in diagnosis of student learning needs and to guide instruction.

51. Competency 10: Identifies long-range goals for a given subject area.

SKILLS:

52. Formulates subject area goals consistent with state and district goals.
53. Identifies long-range goals appropriate to student needs.

54. Competency 11: Constructs and sequences related short-range objectives for a given subject area.

SKILLS:

55. Identifies knowledge, skills and attitudes to be attained for a subject area

56. Constructs or adapts short-range objectives for identified knowledge, skills, and attitudes.
57. Organizes and sequences short-range objectives consistent with commonly accepted principles of learning.
58. Organizes content into sequential steps consistent with identified short-range objectives.
59. Considers individual differences in determining short-range objectives.

60. Competency 12: Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs.

SKILLS:

61. Selects materials based on instructional objectives and student learning needs and readiness levels.
62. Adapts materials to assist students in mastering objectives.
63. Determines materials to be developed based upon existing resources and student needs.
64. Designs and/or selects materials based on instructional objectives, individual student needs, and available resources.
65. Knows and observes current copyright laws.
66. Uses a variety of materials and media based upon objectives, student needs, and available resources.

67. Competency 13: Selects/develops and sequences learning activities that are appropriate to instructional objectives and student needs.

SKILLS:

68. Identifies and implements learning activities which are consistent with basic principles of human growth and development, giving consideration to various individual learning styles.
69. Selects or develops activities that recognize conditions that affect learning.
70. Selects or develops appropriate learning activities to achieve objective(s).
71. Combines appropriate learning activities into an instructional sequence.

72. Competency 14: Uses class time efficiently.

SKILLS:

73 Begins classwork promptly

74. Focuses teacher and student talk on academic subject matter.
75. Manages transitions from one activity to another in a systematic, academically oriented way.
76. Establishes procedures to be followed by students who are tardy, who must leave and return to class, who are without materials, etc.
77. Plans activities for students who complete classwork early.
78. Establishes routines and procedures for such activities as passing out papers, moving to get books, and writing on the board, and has procedures worked out and materials prepared and in order.

79. Competency 15: Communicates effectively using verbal and non-verbal skills.

SKILLS:

80. Organizes, sequences, and presents ideas/materials using the basic principles of English at a level appropriate to students.
81. Listens effectively to messages, identifies relevant/irrelevant information, draws inferences and summarizes the message(s).
82. In oral presentations, modulates voice quality and level to add interest and to stress important information.
83. In written presentations, (e.g., board work, letters to parents, etc.) applies basic mechanics of writing, spelling, capitalization and punctuation.
84. Uses non-verbal communications to enhance student action and student performance.
85. Utilizes effective techniques for emphasizing important points.

86. Competency 16: Creates and maintains academic focus by using verbal, non-verbal and/or visual motivational devices.

SKILLS:

87. Relates instructional objectives and activities to interests, feelings, capabilities, and experiences of students.
88. Informs students about objectives, subsequent learning tasks, and performance expectations.
89. Modifies instructional strategies during learning activities based on student responses and needs.
90. Uses reinforcement techniques to maintain on-task behavior and promote student motivation.
91 Uses media to secure interest and maintain academic focus

92. Uses students' ideas, talents and products to secure interest and maintain attention.
93. Directs students' attention by use of verbal and non-verbal signals and cues.

94. Competency 17: Presents forms of knowledge such as concepts, laws and law-like principles, academic rules, and value knowledge.

SKILLS:

95. Teaches concepts by providing or inducing definitions, examples, non-examples, and attributes, and by distinguishing related concepts.
96. Teaches laws or law-like principles by analyzing cause and effect, stating the causal principle or law, using linking words to connect effect(s) to cause(s), and by providing for application of law or principle.
97. States academic rules, describes/analyzes the situation in which the rule applies, and provides for practice in applying the rule.
98. Teaches value knowledge by stating and exploring the value question, developing criteria of judgment, assembling facts, and testing the value judgment.

99. Competency 18: Presents directions appropriate for carrying out an instructional activity.

SKILLS:

100. Informs students of objectives, assessments, and performance standards.
101. Informs students of the sequence and nature of learning activities to achieve the objectives.
102. Informs students of materials needed for a learning activity and explains their use.
103. Determines if students understand directions.

104. Competency 19: Stimulates and directs student thinking, and checks student comprehension through appropriate questioning techniques.

SKILLS:

105. Orients students to classwork and provides appropriate transition statements.
106. Asks low order and high order questions effectively to stimulate and direct students' thinking and learning

107. Competency 20: Provides appropriate practice to promote learning and retention.

SKILLS:

108. Varies the structure, duration, and nature of practice activities, based upon complexity of material and ability of the learner.
109. Reinforces retention of specific information or skill by directing students to respond individually and/or together.
110. Provides a variety of activities for repetitive practice to promote learning and retention.
111. Circulates and assists students during seatwork to check comprehension and provide assistance.
112. Provides massed and distributed practice activities to promote long term retention.

113. Competency 21: Relates to students' verbal communications in ways that encourages participation and maintains academic focus.

SKILLS:

114. Shows acceptance and value of student responses by seeking clarification or elaboration, or uses students' comments to foster or redirect further discussion.
115. Ignores or redirects digressions without devaluing student response.

116. Competency 22: Uses feedback procedures that give information to students about the appropriateness of their response(s).

SKILLS:

117. Provides clear, unequivocal feedback to students indicating that a response is correct or incorrect.
118. Makes specific statements that indicate what was praiseworthy about, or the implications of, students' responses.
119. Corrects students' errors by giving a correction, or by providing an explanation of the error, providing information, or asking additional questions which would enable students to correct their own errors

120. Competency 23: Conducts reviews of subject matter.

SKILLS:

121. Involves students in a summary or rehearsal of previous lesson(s) at the beginning of a new lesson.
122. Recaps significant points of a discussion before moving to a new topic, aspect, or problem, or engages students in doing so.
123. Engages students in an end-of-lesson recap, summary or review of subject matter.
124. Engages students in weekly and monthly reviews to ensure long-term retention.

125. Competency 24: Constructs or assembles classroom tests and tasks to measure student achievement of objectives.

SKILLS:

126. Identifies, selects, and constructs test items and tasks that appropriately assess mastery of an objective.
127. Constructs items and tests according to recognized criteria.
128. Identifies criteria for standards of performance.
129. Evaluates and revises tests on the basis of content validity, reliability, and student responses.

130. Competency 25: Establishes a testing environment in which students can validly demonstate their knowledge and/or skill, and receive adequate information about the quality of their test performance.

SKILLS:

131. Demonstrates effective procedures for orienting students to tests, specifying test content and instructing students in test-taking prior to administration of a test.
132. Administers tests in ways to reduce debilitating anxiety, discourage cheating, and control potential distractions.
133. Provides feedback on test results in a manner which expresses approval and gives information for correcting errors in understanding.

134. Competency 26: Utilizes an effective system for maintaining records of student and class progress.

SKILLS:

135. Constructs a system for recording the progress of individual students and the total class.
136. Identifies effective methods for reporting individual student and class progress.
137. Demonstrates knowledge of the contents and procedures for maintaining student permanent records.
138. Demonstrates knowledge of the laws and policies governing the content and use of student records.

139. Competency 27: Uses computers in education.

SKILLS:

140. Recognizes proper operational procedures for computers.
141. Identifies major components and their functions of a computer system commonly used in an educational setting.
142. Recognizes criteria for selecting software for use in an instructional setting.
143. Recognizes the ethical and legal impacts and consequences of a computerized society.
144. Identifies appropriate school and classroom management applications of computers.
145. Selects methods of integrating computers in instruction.

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